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ABSTRACT

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These daily classroom guides present top stories, headlines, environmental news, and other current events, along with suggested class discussion topics and activities to accompany the broadcasts for one month. Top stories for the month of March include: Lebanese guerrillas bomb a convoy, killing four Israelis; Olusegun Obasanjo wins the Nigerian presidency; United State Senate panel releases an interim progress report about the Year 2000 (Y2K) problem; United States Supreme Court rules public school districts must pay for professional nurses to accompany disabled students in school; Supreme Court Justice Harry Blackmun dies at age 90; Libya accepts a U.S.-British proposal to hand over the Lockerbie bombing suspects; Joe DiMaggio dies at age 84; U.S. Senate panel to examine Chinese spying allegations; conflicts between the Chinese government and Tibetans escalate; Poland joins NATO; fighting intensifies as Kosovo peace talks begin round two; ethnic Albanian Kosovars agree to sign the peace accord, while Serbs continue to reject NATO troops; European Union commissioners resign under allegations; Paris negotiators "go through the motions" in Kosovo; China responds to allegations of espionage and U.S. policy toward China; U.S. Envoy Richard Holbrooke heads to Yugoslavia; U.S. and NATO poised to launch attacks over the issue of Kosovo; diplomacy fails in Yugoslavia; NATO launches airstrikes against Yugoslavia; Allies and others react to "Operation Allied Force" and NATO's actions within the bounds of international law; NATO intensifies airstrikes; evidence of a Serb campaign to redesign the ethnic composition of Kosovo; and Russia's diplomatic efforts are rejected by NATO and Ethnic Albanians leave Kosovo. (AEF)

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CNN Newsroom Classroom Guides
March 1999

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The daily CNN NEWSROOM cablecast is also supported by a Daily Classroom Guide, written by professional educators. These guides are available through several independent electronic mail services and through a variety of state department of education networks. The enclosed information describes the guide and the different delivery services available to you.

We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

Again, thank you for your interest in CNN NEWSROOM. Best wishes for a successful academic year.

Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

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CNN Newsroom Daily Classroom Guide Carriers

The CNN Newsroom Daily Classroom Guide is available through America Online and a number of other electronic services. Contact the individual carriers for more information, or call the CNN Newsroom toll-free hotline, 1-800-344-6219.

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America Online	National	800-344-6219
FrEdMail	National	619-475-4852
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Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet'	Georgia	912-454-2520
IdeaNer/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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☐ Other ______________________________

Student enrollment: ______________________________

School Name: ______________________________

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City: ______________________________

State: ____________________ Zip: ______________

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Primary contact at the school building:

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JOB TITLE DEPT COURSE

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SIGNATURE DATE

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JOB TITLE DEPT COURSE

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JOB TITLE DEPT COURSE

4. ______________________________
NAME
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JOB TITLE DEPT COURSE

FOR FURTHER ASSISTANCE OR INFORMATION CALL TOLL-FREE

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CNN NEWSROOM Guide

March 1, 1999

See an encore presentation of TNT's "Passing Glory" TONIGHT at midnight (ET). "Passing Glory" is based on the true story of courage and triumph during the civil rights movement. For more information see: http://turnerlearning.com/tntlearning/passing/index.html.
Due to technical difficulties, today's program is not closed-captioned.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:05... 04:20
Tensions escalate along the Israel-Lebanon border after Lebanese guerrillas bomb a convoy, killing four Israelis.

In the Headlines ... 02:50... 07:10
U.S. PLANES ATTACK IRAQI NO-FLY ZONE

YOUR DAILY DESK ... 00:25... 07:35
Environment Desk ... 01:40... 09:15
Local communities are banding together to save the Arabian leopard from extinction.

Environment Desk Extra ... 02:15... 11:30
The Greenbucks Foundation introduces an innovative approach for revitalizing communities through volunteerism.

WORLDVIEW ... 00:25... 11:55
Did You Know? ... 03:05... 15:00
Saudi Arabia faces social and economic changes as it prepares to rely less on oil revenue.

Inside Europe ... 02:30... 17:30
The Blair government challenges the noble composition of Great Britain's House of Lords.

Fast Fact ... 02:25... 19:55
Engineers attempt to stabilize the Leaning Tower of Pisa.

Information Please ... 02:05... 22:00
If you're looking for a quiet dinner, don't go to the Old Beijing Noodle House!

NEWSROOM CHRONICLE ... 01:00... 23:00
Women Say Mass ... 02:00... 25:00
In San Francisco a group of Catholic women conduct a Mass.

On This Date ... 01:15... 26:15
The Peace Corps celebrates a milestone.

CNN NEWSROOM CLOSE ... 01:45... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Israel-Lebanon

1. How long has Israel occupied parts of South Lebanon? Who established the "security zone?" When and why was this zone established? What political group has claimed responsibility for the recent bombing of the Israeli convoy? What is the political mission of this militant group? What is the name of Israel's Prime Minister? What was his response to the bombing? Why? Why do you think Israel's Defense Minister wants aggressive military action be taken against Lebanon? How might this recent bombing affect Mr. Netanyahu's political career?

2. Have students refer to multimedia resources, including the second website listed below, to learn about the history of Israel-Lebanon relations and the conflicts occurring along these nations' borders. Group students. Have each group draw upon its knowledge of this region to determine how Israel and Lebanon should respond to this recent bombing incident, so that violence between the two nations does not escalate. Have each group present its recommendations. Discuss the potential benefits and liabilities of each recommendation.

LINKS:
http://cnn.com/WORLD/meast/9902/28/lebanon.israel.02/
http://cnn.com/WORLD/meast/9902/28/lebanon.israel/
http://www.amnesty.org.uk/reports/israel/2.html

In the Headlines : In the Headlines

1. Who established the no-fly zones in Iraq? When and why were these zones created? How does Iraq feel about having the U.S. and Britain controlling its skies? Do you think the no-fly zones are necessary? Why/why not? How do the U.S. and Iraqi status reports about the conflict differ? Why do you think these reports differ? How can you tell if the reports are accurate?

2. Do you think the international community should interfere with a nation's domestic or regional conflicts? Why/why not? Do you think the U.S. should be controlling the activity in the Iraqi no-fly zones? Explain. Do you think there will ever be peace in the Iraqi region? Explain.

3. Have your class utilize the websites listed below to research the history of the Iraqi conflict and the involvement of the international community. Read the following statement from Iraqi General Amer Rasheed: "If there are some problems in Alabama do we have the right to send our planes from Iraq to Alabama?" Have each student write a position paper that addresses this question. Direct students to discuss their opinions, and whether or not they think the question is a fair analogy.

LINKS:
http://cnn.com/WORLD/meast/9902/28/iraq.us/index.html
http://www.un.org/
http://www.iraqfoundation.org/

EDITOR'S NOTE:
Iraq
Israel
Lebanon
Hezbollah
solidarity
no-fly zones
air strikes

YOUR DAILY DESK

Environment Desk : Endangered Cats

1. Why is the birth of the first captive-bred Arabian leopard an important breakthrough? Who is leading this research? Where is it taking place? How critical has this situation become? What "universal problem" is responsible for this situation?

2. Are there other animals in the area experiencing the same dramatic population reduction? Explain. Why are these animals "getting in trouble with farmers and hunters?" Why do you think it's important to keep up the number of predators in a food chain? How many Arabian leopards are living in captivity? What steps have already been taken to protect them? What additional steps do you think would expedite their recovery?

3. With only a finite amount of habitat space available, animals often have to compete with one another to find a home. This problem is compounded when human interests become involved. Have your students research the Arabian leopard, giant panda bear, and Yellowstone wolf using the websites below or other current print or electronic media. In all three cases, these animals became endangered due to habitat loss that was caused by human intervention. In a class discussion, compare the recovery plans for all three animals in terms of the following: Repopulation in captivity, resolution of human conflicts over their habitats and public sentiment toward the animal.

LINKS:
http://www.georgetown.edu/users/featherc/alt/alt.html
http://www.seattletimes.com/extra/browse/html97/altwolf_052797.html
http://www.livingplanet.org/resources/publications/species/threatened/giantpanda/index.htm

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Environment Desk Extra : Environment Desk Extra

1. What is the Greenbuck Foundation? Why do you think people become Greenbuck volunteers? How many hours have Greenbuck volunteers worked during the last three years? Why do you think the program is successful?

2. If any of your students have worked as volunteers, have them share their experiences with the class. As a class, make a list of things that can be done to enhance your community. Have students work in groups to organize and implement a day of community service. Following the event, have students write papers about their experiences.

LINKS:
http://telluridemm.com/greenbuc.html

EDITOR'S NOTE:
habitat loss
Arabian leopard
Persian Gulf
captive breeding
volunteerism
The Greenbuck Foundation

WORLDVIEW

Did You Know? : Saudi Arabia's Future

1. Locate the nation of Saudi Arabia on a world map. For what natural resource is this country well known? What has happened to the price of oil in recent years? How has this affected the government's economic health? What other challenges does Saudi Arabia face?

2. How has the Kingdom of Saudi Arabia invested its vast oil revenues? Why will this prove to be a necessary investment for the young people of Saudi Arabia in the near future? Why is the Kingdom now seeking out international investors?

3. Read this quote from the video to students: "By opening itself to the world, Saudi Arabia will also be opening the door for change to a very religious and some might say closed society, another challenge its people will face." Group students. Challenge each to use the Internet and other resources to find evidence to support the claim that Saudi society is a "religious" and "closed" one. Have groups share their findings. How might a sudden influx of international investment impact such a society? What customs and practices might international investors have to consider as they do business in Saudi Arabia? Discuss.

LINKS:
http://192.203.180.62/mlas/saudi.html
http://darkwing.uoregon.edu/~kbatarfi/saudi.html
http://www.arab.net/arabview/articles/jahlan1.html

Inside Europe : House of Lords

1. What is the House of Lords? How do members acquire their seats in this house of Parliament? Why are Prime Minister Blair and others opposed to this arrangement? What has the Blair government done to challenge the current way seats are awarded in the House of Lords? Why are some critics of the Blair government suspicious of its motives?

2. How would students describe the political system in Great Britain? Why is heredity still a factor in this system? Have students work in groups to learn more about the government of Great Britain and compare it with governments of other Western nations. Share findings and discuss how a constitutional monarchy differs from a democratic republic. Do students think the composition of the House of Lords should be changed? If so, could the monarchy be next? How do students think the British people would feel about such a complete change in their political system?

LINKS:
http://www.lonelyplanet.com/dest/eur/bri2.htm
http://www.parliament.the-stationery-office.co.uk/pa/ld/ldhome.htm

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Fast Fact : Italy Pisa Tower

1. When was the Leaning Tower of Pisa built? Why does the Leaning Tower of Pisa lean? Why don't local officials want to straighten the tower?
2. Have students refer to the second website to address the following questions: Why was the Leaning Tower of Pisa built? How does the existence of the tower impact the local economy? Why is the Leaning Tower of Pisa an architectural marvel? What does the architecture of the tower reveal about the history and culture of Pisa?
3. As a class, have students brainstorm a list of historically significant landmarks. Have each student prepare a presentation or write a paper about the significance of one of the landmarks. Students should answer the following questions in preparation for their paper or presentation: Why was this structure built? Why did this structure become a landmark? What does this landmark reveal about the history and culture of the area? How has this landmark impacted the local economy? Should this landmark be preserved? Explain.

LINKS:
http://cnn.com/TRAVEL/NEWS/9812/12/leaning.tower/
http://www.endex.com/gf/buildings/ltpisa/ltpisa.html

Information Please : China Noisy Noodles

1. How would you describe the atmosphere at the Old Beijing Noodle House? Why do customers like the loud noise? What kind of food is on the menu? How do the waiters provide patrons with a dose of nostalgia?
2. The restaurant in the video is famous for its atmosphere, but the food also keeps patrons coming back. Are there any restaurants in your area known for their atmosphere? If so, name them. Why do you think people are willing to pay to eat in a restaurant known for its atmosphere?
3. Help students learn more about the kind of cuisine they might find if they were to take a trip to China. Have students work in groups to consult the Internet and other resources to learn more about the different foods that can be found among China's provinces. Have groups share their findings. If possible, allow each group to locate a recipe for a Chinese dish, prepare it, and bring in small samples for the class.

LINKS:
http://www.bjta.gov.cn/defaulte.htm
http://www.bjta.gov.cn/food/food0e.htm
http://www.flashpaper.com/beijing/#food

EDITOR'S NOTE:
oil windfall
Saudi Arabia
centennial

Tony Blair
House of Lords
Leaning Tower of Pisa
Beijing
Mandarin

NEWSROOM CHRONICLE

Women Say Mass : Women Say Mass

1. Why are the women in Northern California conducting their own Mass? How does the Vatican feel about women acting as priests? Why? Do you think the church should allow women to serve as priests? Explain.
2. What does the term "gender role" mean? In what way does organized religion promote gender roles? Why do you think gender roles exist? Do they vary from culture to culture? Explain.
3. As a class, brainstorm a list of different religions. Group students. Have each group select a religion from the list. Direct each group to use print and online resources to prepare a presentation about the role of women in the religion. Have each group research the history and the cultural origins of the religion. How is the woman's role in the religion similar to or different from her societal role? Compare and contrast the groups' findings.

LINKS:
http://home.miningco.com/index.htm

excommunication

On This Date : On This Date

1. When was the Peace Corps founded? What is the purpose of the organization? To help your students learn more about the Peace Corps refer to the website listed below.

LINKS:
http://www.peacecorps.gov.

EDITOR'S NOTE:
Catholic Church
sacraments
gender role
subjugated
excommunication

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:45... 03:00
Top Story ... 03:20... 06:20
Olusegun Obasanjo wins the Nigerian presidency.

In the Headlines ... 02:45... 09:05
USOC RELEASES FINAL REPORT

YOUR DAILY DESK ... 01:20... 10:25
Health Desk ... 02:20... 12:45
Homework is intrinsic to achieving academic success, but placing too much emphasis on it can cause kids to become stressed.

WORLDVIEW ... 00:55... 13:40
Political Front ... 05:50... 19:30
The Democratic Republic of Congo is under siege by rebel factions and government forces.

Did You Know? ... 03:00... 22:30
In the modern political world, monarchs are true survivors.

Culture Watch ... 01:35... 24:05
Instead of ducking bullets, some young Cambodian men are pumping iron.

NEWSROOM CHRONICLE ... 01:00... 25:05
Jewish Renaissance ... 02:00... 27:05
Central Jewish charities plan to unite to campaign for Jewish renaissance in America.

Look Ahead ... 00:40... 27:45
March 8: Bayou Kids

CNN NEWSROOM CLOSE ... 00:15... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Nigerian Elections

1. Where is Nigeria located? What is its population? What is the condition of Nigeria's infrastructure? What type of government has ruled Nigeria for the last 15 years? Why are many

Nigerians upset with this government? What is the name and political orientation of Nigeria's new president? Why were election observers from Europe and the U.S. present during the elections?

2. Have students refer to the websites listed below to learn about Nigeria's recent political history. How do you think the lives of Nigerians will change under the democratic government? What steps do you think President Obasanjo will need to take to stabilize Nigeria's infrastructure? How will this governmental change affect Nigeria's relations with other African nations and the international community? Following discussion of these questions have each student write a position paper discussing whether or not he/she thinks democracy will succeed in Nigeria.

LINKS:
http://cnn.com/WORLD/africa/9903/01/nigeria.elex.03/index.html
http://news.bbc.co.uk/hi/english/world/africa/newsid_287000/287902.stm

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In the Headlines : In the Headlines

1. According to the U.S. Olympic Committee ethics panel, what is the biggest scandal in Olympic history? What prompted the initial investigation of the Olympic organizers in Salt Lake City? Why did the ethics panel criticize the IOC? What type of reforms is the ethics panel recommending? Do you agree with these recommendations? Why/why not? Do you think the proposed reforms will revitalize the credibility of the Olympic Committee? Explain. Do you think this IOC scandal will affect the upcoming Olympic games? Why/why not?

2. Have students refer to the following websites to investigate the history of the Olympic Games and the role of the IOC. Group students. Have each group write a response to the following questions: What changes would you make, if any, in the way cities are selected to host the Olympic Games? Do the Olympics need a permanent home? After each group shares its opinions, have students submit their responses to the message board located at the fourth website listed below.

LINKS:
http://cnn.com/US/9903/01/olympics.02/
http://www.olympic.org/
http://www.olympic-usa.org/
http://community.cnn.com/cgi-bin/WebX?13@@.ee794b7

EDITOR'S NOTE:
cynicism
Nigeria
presidential election
manipulation
ethics
USOC
democratize
reforms

YOUR DAILY DESK

Health Desk : Homework Stress

1. Why has students' homework time almost tripled since 1981? What age group of children benefit most from doing homework? Why do you think this is the case? What psychological risks are associated with increased homework and increased emphasis on academic competition and

achievement?

2. What is stress? Have you ever felt stressed? If so, how did it make you feel? According to B. Barker (1987), "School-related stress is the most prevalent, untreated cause of academic failure in our schools. It is believed to afflict an alarming 6 to 10 million children a year." What do you think causes kids to feel stressed about school? Why do you think stress can lead to academic failure?

3. Have students refer to the websites listed below to learn about the symptoms of stress and ways to manage it. Group students. Have each group create a role play depicting a student dealing with a stressful situation at school. Following each group's presentation, have group members ask the audience to strategize a solution to resolve the stressful situation. Have each group demonstrate stress management techniques by acting out the proposed solution.

LINKS:
http://www.apa.org
http://www.planetarypub.com/media/102998.html
http://ericae.net/edo/ED295396.HTM
http://mentalhealth.miningco.com/msub20.htm?pid=2791&cob=home

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EDITOR'S NOTE:
stress
homework
tedious
correlation
structured
academic competition

WORLDVIEW

Political Front : Congo: Who's Fighting?

1. Explain how the military occupation of the city of Kisangani is "fractured and confused." What are some of the groups that have forces in the city? How are they being supported by interests outside the Congo?

2. Who is the current president of the Democratic Republic of Congo? Of what atrocities are opposition groups accusing him? In spite of the charges, why has the spirit of rebellion not caught on with most Congolese people? Describe the economic hardships they have faced because of the fighting.

3. Who is fighting in the Democratic Republic of Congo, and why? Have students work in groups to research the current political system under President Laurent Kabila and the political/ military factions that are trying to depose him. Share group findings in class discussion. How is life in the Congo likely to change if one of the rebel forces is victorious? How could a rebel victory impact the Congo's position within Africa as well as within the international community?

4. What nations have become involved in the Congo's civil conflict? Replay the video and have students note the other countries they have mentioned and which side each country supports. Assist students in consulting online and other current media sources to learn more about the role of other nations' military forces in the Congo's internal conflict. Discuss reasons why these nations are involved and what they have to gain by being aligned with either government or rebel forces. Why is this an especially dangerous situation for the nations of Africa? Discuss.

LINKS:
http://news.bbc.co.uk/hi/english/world/africa/newsid_148000/148591.stm
http://news.bbc.co.uk/hi/english/world/africa/newsid_148000/148462.stm
http://www.africanews.org/central/congo-kinshasa/stories/19980905_feat2.html

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Did You Know? : Remaining Monarchs

1. What is a monarch? Why are many monarchs viewed by their subjects as "an embodiment of a god"? What are some titles under which monarchs reign? What are the "two styles" of monarchs? List some nations that are ruled by constitutional monarchs. What nations are ruled by monarchs who still hold real power?

2. Why are many monarchies in danger of becoming extinct? How have constitutional monarchs "traded power for survival"? In the video we are told that Arab monarchs maintain stability through direct control, but then must rely on their friends, as Kuwait did on the U.S. when it was invaded. What do you think is the next logical step in the evolution of this kind of monarchy? Do you think a nation like Kuwait could become a constitutional monarchy? Why/why not?

3. Why are most surviving monarchs symbolic rulers? Which current monarchs have real political power? Group students. Have each consult one of the websites below for a list of nations with reigning monarchs and choose one of those countries and leaders. Then direct each group to research and present a profile of its country and monarch, explaining what political system is in place, how this affects the monarch's power, the source of his/her authority, etc. Discuss the difference between a constitutional monarchy and an absolute monarchy.

4. Use this opportunity to familiarize students with the historical rise and decline of the monarchy as a form of government. Assist students in consulting their texts and other resources to learn more about the absolute monarchs of 16th and 17th century Europe and the "divine right of kings." How did the thoughts of the Enlightenment challenge this doctrine? What did the American and French Revolutions do to reverse the tide of absolutism?

LINKS:
http://www.dana.edu/~dwarman/acw.htm
http://www.serv.net/~marivim/royalty.html

Culture Watch : Cambodia Bodybuilding

1. What is bodybuilding? What kinds of events would one find at a bodybuilding competition? How many men recently competed for the title of "Mr. Cambodia"? Why is this number and the different walks of life from which these men come significant? Who won the contest? What is he going to do next?

2. In many countries, the sight of a bodybuilding competition would not be anything unusual, but it is in Cambodia. To understand why, students need to learn about Cambodia's recent history and its chapters of war and genocide. Assist students in researching contemporary Cambodian history and share their findings. Discuss how international competition could be a positive force in helping Cambodians rebuild their country, both physically and psychologically.

LINKS:
http://encarta.msn.com/encartahome.asp?br=0&vs=x99&z=1&pg=2&ti=0499C000&view=contents
http://www2.best.com/~cambodia/
http://www.nbaf.com/nbaf/home.html

EDITOR'S NOTE:

Laurent Kabila
Kisangani
Kinshasa
factions
monarchy
succession
continuity
Cambodia

NEWSROOM CHRONICLE

Jewish Renaissance : Jewish Renaissance

1. What is a "renaissance"? Why are the large Jewish charities shifting their fund raising priorities away from Israel and towards a campaign for a Jewish renaissance? Who is Charles Bronfman? According to Mr. Bronfman, "The perception of who you are and what you are today and what you care about is very different than it was when I was say your age (about 50 years ago)." What do you think this statement means? What social values will the new Jewish charities be promoting? Do you support the mission of Jewish charities? Explain.

2. What does it mean to "fight for social justice"? Have groups of students use print and online resources to investigate religious and secular organization that are dedicated to promoting social justice. As a class, discuss the different types of social inequities that exist in the U.S. Can social justice for all be achieved in America? Explain. Do you think the promotion of social justice is an appropriate function of a religious organization? Explain. Have students refer to the second website listed below to learn about the history of the Holocaust. Do you think a holocaust could occur in the U.S.? Why/why not? Have students identify steps that they can take to promote social justice in their community.

LINKS:

http://www.uja.org/
http://technology.ci.siu.edu/student_websites/bradleycra/museum/holocost.htm
http://www.israelive.org/

EDITOR'S NOTE:

Judaism
Israel
Holocaust
synagogue
social justice

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 3, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:35... 04:50
A U.S. Senate panel releases an interim progress report about the Y2K problem.

YOUR DAILY DESK ... 01:00... 05:50
Business Desk ... 01:55... 07:45
The stock-split profits game has become a sophisticated one.

Business Desk Extra ... 03:25... 11:10
Because of the Y2K problem, U.S. companies will spend an additional 40 million dollars this year to build up their inventories.

WORLDVIEW ... 00:45... 11:55
Top of the World ... 02:10... 14:05
A Siberian cemetery that was once reserved for war heroes is now the turf of Russian criminals.

Inside Asia ... 03:50... 17:55
For many Vietnamese, the war is just a fading memory.

Information Please ... 02:35... 20:30
Peace Corps volunteers learn as they teach English in China.

Check It Out! ... 00:35... 21:05
Australians recently witnessed the last eclipse of its kind this century.

NEWSROOM CHRONICLE ... 00:50... 21:55
Washington Monument ... 02:05... 24:00
CNN's Bill Schneider reviews the Washington Monument's history and significance.

Commitment Community ... 02:25... 26:25
In UCLA's Eco Heroes program local high school students work on ecological projects.

CNN NEWSROOM CLOSE ... 01:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Y2K, You're Ok?

1. What is the Y2K problem? According to the report, which sectors of the U.S. economy could be at risk? Which three sectors are lagging the furthest behind in Y2K compliance?
2. Why do you think some people might panic as the millennium draws near? Why might people stockpile food and other consumer goods? Do you think this is a good idea? Why/why not? The Senate panel states that, "There should not be actions taken that are extraordinary or foolish because you could be victimized in ways unforeseen by Y2K." What do you think this statement means?
3. Group students. Have each group use multimedia resources, including the websites listed below, to prepare a presentation about how the Y2K problem might impact one of the following sectors: Public utilities, telecommunications, transportation, financial services, commerce, health care, small business or national security. Direct groups to discuss how Y2K problems within the different sectors could affect society if they are not addressed by January 1, 2000. Also, have groups report about what the different sectors are doing to address the Y2K problem. Following the presentations, discuss whether the international community should be worried about the Y2K problem. If so, what measures should people take to prepare?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/03/02/senate.y2k/
http://cnn.com/TECH/computing/specials/y2kbug/
http://cnn.com/SPECIALS/1999/2K/
http://www.year2000.com/
http://www.y2k.gov/

EDITOR'S NOTE:
Y2K problem
stockpiling
hoarding

YOUR DAILY DESK

Business Desk : Stock Splits

1. What are stocks? Why do corporations sell stocks? Explain what happens when a stock splits, and why companies split their stocks. When a stock splits, does each stockholder own more stock? Explain. Is the stock worth more than it was before the split?
2. In the video we are told that stock splits often generate short-term gains for the price of the stock. Why does this happen? According to the video, when is it best to buy stock in a company that is hinting at a split? Are there any guarantees that investors will reap financial benefits from a stock split? Explain.
3. Send your students on an investor's "scavenger hunt." Group students and give each $10,000 in play money. Tell groups that their goal is to invest their money in stock in a corporation that is about to issue a stock split. Give groups ample time to conduct research by monitoring business news reports, websites and publications, as well as consulting financial advisors, to determine which stocks could be splitting. Then have each group select one corporation and "buy" the stock by giving the teacher its money. Issue a "stock certificate" to the group for the total shares of stock at the original price per share (assuming it has not yet split.) Direct groups to follow their stocks'

performance daily and record the data on graphs. At the end of a prescribed period, have groups present their information. Which corporations split their stocks? Of those that did split, how did their value hold weeks after the split? Which student investor group recorded the biggest gains in the price of its chosen stock? What factors contributed to that gain?

LINKS:
http://cnnfn.com/
http://personal421.fidelity.com/products/education/
http://detnews.com/1996/menu/stories/71935.htm
http://www.msbi.com/terms.htm
http://centrex.com/terms.html#S

Business Desk Extra : Business Desk Extra

1. Why are Xerox and other companies stockpiling inventory? Why is Xerox concerned about its overseas suppliers? How will stockpiling impact the U.S. economy this year? What are the negative effects of stockpiling? What happens to the price of goods when they are hoarded? What would happen if businesses without adequate inventory were forced to turn to their competitors for hoarded supplies? What could happen to the economy if there is a breakdown in the supply chain?

2. Have students use print and online resources to identify international cities with major consumer markets. Group students. Have each group select a city and prepare a presentation about what the city's government has done to address the Y2K problem. After the presentations, have students discuss the economic ramifications of the groups' findings.

LINKS:
http://www.y2kcertified.com/
http://www.y2knews-it.com/
http://www.xerox.com/year2000/

EDITOR'S NOTE:
stockpiling
stock
short-term profits
2 for 1 stock split
components
contingency
S&P 500

WORLDVIEW

Top of the World : Russian Mafia Cemetery

1. Why are Russian criminals being buried in a cemetery once reserved for war heroes? How do local residents feel about this practice? In what way is the "Russian Mafia" challenging the public by burying their "heroes" in this cemetery? How does this illustrate the widespread power of the Russian mob?

2. What is the "Russian Mafia"? How real a threat is Russia's organized crime to domestic and international stability? Have students work in groups to learn more about this element and its impact on Russia's national and international affairs. The websites below should be helpful. Share student findings. What evidence is there to support the claim that the Russian mob is a very real

threat to the nation's political and economic stability? How has the "Russian Mafia" demonstrated its presence internationally? What conditions and circumstances have been conducive to the spread of organized crime in Russia? Discuss measures Russian and international authorities could take to neutralize the power of the "Russian Mafia."

LINKS:
http://espn.go.com/nhl/features/00267215.html
http://www.konanykhine.com/mafiocracy.htm
http://www.lubbockonline.com/news/111296/cemetery.htm
http://news.bbc.co.uk/hi/english/special_report/1998/03/98/russian_mafia/default.htm

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Inside Asia : Vietnam War

1. What kind of experience was the bombing of Hanoi for Le Dang Doanh? How did American POW Pete Peterson view the bombing? What position does each of these individuals now hold with his government? How is this ironic?

2. How would you classify Vietnam's economic and political systems? In what ways is Vietnam embracing market-style reforms? How is this reform visible throughout Vietnam?

3. According to the video, 75% of Vietnam's people are too young to remember the war. Based on what they have seen in the video, what do students think young Vietnamese think of Americans? Generate a class discussion about the Vietnam War and what students think young Vietnamese know of it. How is a person's perception of history different if he/she has lived to experience it? Direct students to talk to older family members to get their impressions of the Vietnam War from the perspective of someone who remembers the conflict. In class discussion, compare what students have learned from their interviews to what they know about the war from their studies. Discuss reasons why the demographics of Vietnam may play a major role in economic and political change.

4. Read this quote from the video to the class, "The North Vietnamese won the war, but in many ways, the entire country lost the peace." In class discussion, analyze this quote in the context of the information presented in the video. Then have students work in groups to research the Vietnam War and its aftermath. Have each group present its findings. Direct students to use the information as they write formal essays describing the political and economic climate in Vietnam since the end of the war.

LINKS:
http://www.cfcsc.dnd.ca/links/milhist/viet.html
http://204.249.212.251/shsira/Vietnam.html
http://www.iht.com/IHT/SUP/051397/f09.html

Information Please : Peace Corps in China

1. What are some Americans learning about China's people and culture as they teach English there? Besides the English language, what else do Sichuan locals learn from the Peace Corps volunteers? How does volunteer Kimberly Ebner plan to use her newfound interest in China when she returns to the U.S.? Do you think the Peace Corps is a positive diplomatic force in U.S.-China relations? Why or why not?

2. Ask students: If you were about to accept a Peace Corps assignment in China, how might you prepare for the experience? Direct students to work in groups to research information about life in China, from its economy and government to culture. Have each group offer a multimedia presentation of its information.

3. The U.S. Government promotes the Peace Corps as "The toughest job you'll ever love." Refer students to the Internet and other resources to learn more about the Peace Corps and its mission. Direct students to the second website below to read essays written by Peace Corps volunteers describing their experiences.

LINKS:
http://www.peacecorps.gov/countries/china/index.html
http://www.peacecorps.gov/essays/index.html
http://www.chinatoday.com/

EDITOR'S NOTE:
Siberia
Vietnam War
detente
"Hanoi Hilton"
POW
communist
dissident
Sichuan

NEWSROOM CHRONICLE

Washington Monument : Washington Monument

1. When was the Washington Monument completed? How long did it take to build the monument? Why? Why is the Washington Monument historically significant?

2. According to historians, "Throughout history, the Washington Monument has provided America with an open forum for freedom of expression." Refer students to the first website listed below to identify the significant events that occurred at the Washington Monument. Group students. Have each group prepare a presentation about the history and significance of one of the events. Following the presentations, have students discuss the importance of free speech, and why protestors have chosen the Washington Monument as a forum for expressing their views. Do you think it is important to preserve the monument? Explain.

LINKS:
http://www.nps.gov/wamo/index2.htm
http://www.nps.gov/wamo/monument/monument.htm

Commitment Community : Commitment Community

1. What is the Eco Heroes program? How does the program benefit participating students and the environment? Why do you think the program is called Eco Heroes? Do you think it is important to preserve the ecology of our environment? Why/why not?

2. According to the video, past civilizations have been destroyed because people "consumed everything for themselves and left nothing for future generations." What does this statement mean? Do you think your nation's rate and method of consumption is jeopardizing the future of civilization? Explain.

3. Have your class brainstorm a list of ecological issues facing your community. Direct each student to research one of the ecological issues and develop a way that the class can address the issue.

Have each student present his/her paper and intervention strategy. As a class, implement one or more of the ecological interventions.

LINKS:
http://api.sppsr.ucla.edu/eco.htm
http://cgi.pathfinder.com/time/reports/environment/heroes/tfk/

EDITOR'S NOTE:
Washington Monument
free speech
George Washington
Eco Heroes
UCLA
lagoons

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 4, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 02:05... 04:50
The U.S. Supreme Court rules that public school districts must pay for professional nurses to accompany disabled students in school.

YOUR DAILY DESK ... 01:15... 06:05
Science Desk ... 02:00... 08:05
A new process using atoms close to absolute zero temperature is able to slow down light.

Science Desk Extra ... 02:20... 10:25
NASA launches its WIRE spacecraft to learn more about the formation of galaxies and the history of star formation.

WORLDVIEW ... 01:00... 11:25
Top of the World ... 03:05... 14:30
Actions taken by Malaysia's government may not be a way of bringing international investors back.

Inside North America ... 07:25... 21:55
One woman leads the charge to preserve the history and culture of American Beach.

NEWSROOM CHRONICLE ... 01:10... 23:05
Vietnam Vet Reaction ... 02:00... 25:05
Protests over the hanging of a Ho Chi Minh portrait and a communist flag inside a video store unify Vietnam Veterans and the local Vietnamese community.

Look Ahead ... 00:40... 25:45
March 10: Recruitment Blues

Wright Brothers ... 02:00... 27:45
NASA engineers test a replica of the historic 1903 Wright Flyer.

CNN NEWSROOM CLOSE ... 00:15... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Student Aid: Disabling Education?

1. What is the Disabilities Education Act? How many students in the U.S. are estimated to have severe disabilities? What is the annual cost per student for in-school nursing in Montgomery County, Maryland? According to the U.S. Supreme Court ruling, who is responsible for paying for severely disabled students' in-school nursing care?
2. Why constitutional issues did the Supreme Court examine to determine its ruling? How do you think the ruling will impact U.S. public school districts and their educational programming? How might this ruling affect taxpayers? Do you agree with the Supreme Court's decision? Explain.
3. Divide your class into six groups. Have each group represent either a school system, a group of parents, insurance companies, the federal government or a court of law. Have each group, other than the court group, prepare a presentation about whether or not it should have to pay for in-school nursing care. Direct the court group to facilitate the presentations by asking clarifying questions. Following the presentations, have the court group determine a ruling. Do students agree with the Supreme Court's ruling? Why/why not?

LINKS:
http://cnn.com/US/9811/02/scotus.disability.01/index.html
http://www.ed.gov/offices/OSERS/

EDITOR'S NOTE:
supportive services
revenue
reimbursement
U.S. Supreme Court

YOUR DAILY DESK

Science Desk : Slowing Down Light

1. Why is the speed of light referred to as a "constant?" What is the speed of light given in the story? Why do you think Lena Hau refers to this project as "tampering with nature?" Do you agree? Explain.
2. Explain the path light takes as it travels through the chamber. What does the light have to pass through to be slowed down? Why do you think the chamber needs to be at close to absolute zero temperature? In basic physics, light is referred to as having the properties of both a particle and a wave. Describe which properties are displayed as light passes through each part of the new laser.
3. In small groups, have your students generate a "top ten" list of potential applications for this new "slow light" technology. According to the story, predicted uses for "slow light" include computers, laser light projectors, and night-vision goggles. Explore the uses of today's intense lasers in medicine and communications, and discuss how the use of "slow light" could create new applications in these industries.

LINKS:
http://www.colorado.edu/physics/PhysicsInitiative/Physics2000/bec/temperature.html
http://www.pbs.org/wgbh/nova/einstein/hotsciencelight/joe.html

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Science Desk Extra : Science Desk Extra

1. What are the goals of NASA's Origins Program? What is the purpose of the WIRE spacecraft? What are galaxies? Why does NASA plan to observe entire galaxies rather than individual stars? Why does the WIRE telescope need to be kept cold?
2. How might we benefit by learning about the origin of life and whether life exists on other planets? Do you think life exists on other planets? Explain.
3. Direct students to use print and online resources to investigate how planets are formed and the elements that are necessary for a planet to sustain life. As a class, refer to the second website listed below to identify what has been learned about the planet Mars and its ability to sustain life. Discuss how recent discoveries on Mars have given us clues about the existence of life on other planets.

LINKS:
http://sunland.gsfc.nasa.gov/smex/wire/
http://mars.jpl.nasa.gov/mgs/
http://cnn.com/TECH/space/9902/17/mars.pix.reut/index.html

EDITOR'S NOTE:
Wide-Field Infrared Explorer
protoplanetary disks
laser
absolute zero
atoms
speed of light

WORLDVIEW

Top of the World : Malaysia Capital

1. Who is Daim Zainuddin? Why has his government initiated measures to "woo investors back" to Malaysia? What are the two categories of funds in Malaysia, and how will each be taxed? Why do many feel that these measures may push overseas investors away?
2. What kinds of measures do countries put in place when they want to attract investors from other nations? Do exit taxes and capital gains taxes encourage or discourage investment? Explain. If possible, ask an investment counselor or financial advisor to speak to the class about government policies that are conducive to investment. Would this individual advise his/her clients to invest in Malaysia now? Why/why not?
3. Use this opportunity to have students familiarize themselves with the economy of Malaysia. What is the unit of currency there? What are its major industries, imports and exports? What is the government's role in the economy? Share student findings and compare Malaysia's economic system to that of the U.S.

LINKS:
http://cgi.pathfinder.com/time/asia/magazine/1999/990208/malaysia2.html
http://cgi.pathfinder.com/time/asia/magazine/1999/990201/malaysia3.html
http://www.emulateme.com/economy/malayeco.htm

Inside North America : Beach Lady

1. Who is MaVynee Betsch? Where is her home? How did she acquire this property? How was American Beach the product of segregation? What do the families of those who created the refuge want for American Beach? What threats lie in their path? According to the video, MaVynee Betsch says that part of the strategy to keep the beach "in the dominion of blacks" is for homeowners to state in their wills that the property stays within their families. Do you think the beach should continue to be a segregated place? Why or why not?

2. According to the video, what does Ms. Betsch consider the best weapon in her battle against development giants? How does she deal with county commissioners? How do some of the other residents of American Beach feel about what is happening to their beach? Is everyone opposed to the encroaching development? Explain.

3. Ask students: Why are residents of American Beach trying to seek historic preservation from the state of Florida? Are there any properties in your area that are on the National Register of Historic Places? If so, how does this designation "protect" them? Have students conduct research to learn more about historic preservation of property and share their findings. Then challenge each student to draft a proposal for the historic preservation of any one site in the community. Have students share their proposals.

LINKS:
http://www.idsonline.com/ivb/ambeach.html
http://www.usatoday.com/life/travel/leisure/t0721ab.htm
http://www.emagazine.com/may-june_1996/0597ibbetsch.html
http://www.cr.nps.gov/nr/nrhome.html

EDITOR'S NOTE:
Malaysia
exit tax
exchange rate
capital gains tax
refuge
advocate
American Beach
segregation

NEWSROOM CHRONICLE

Vietnam Vet Reaction : Vietnam Vet Reaction

1. What controversial items did Truong Van Tran display on the wall of his video store? Who was Ho Chi Minh? What statement do you think Mr. Tran was trying to make by displaying these items in his store? How and why are people protesting Mr. Tran's actions? Do you think these protests are appropriate? Why/why not? How have the protests affected Vietnam Veterans and their relationships with the Vietnamese in the community?

2. Have students refer to the third website to research the history, meaning and significance of the First Amendment. After students have completed their research, have them consider the First Amendment as it pertains to the following questions: Do you think Mr. Tran should be allowed to display the Ho Chi Minh portrait and the communist flag inside his video store? Do you think the protesters should be allowed to continue protesting? Have each students write a position paper addressing these two questions.

LINKS:
http://cnn.com/US/9903/01/ho.chi.minh.protest/index.html
http://cgi.pathfinder.com/time/time100/leaders/profile/hochiminh_related4.html
http://w3.trib.com/FACT/

EDITOR'S NOTE:
Ho Chi Minh
Vietnam Veterans
First Amendment
communism

Wright Brothers : Wright Brothers

1. What is the mystery surrounding the 1903 Wright Brothers' plane? Why do you think aviation professionals want to solve this mystery? What is a wind tunnel? How is the wind tunnel important to the Wright Brother flight project? How might the Wright Brother project benefit the the field of aeronautics?
2. Divide your class into two groups. Have each student in the first group make a paper airplane. Direct each student to launch his/her plane. Log the distance and a description of each flight. Next, challenge students in the second group to replicate the first group's planes and each plane flight. Have students identify and discuss the difficulties they encountered when they tried to duplicate the plane flights.

LINKS:
http://quest.arc.nasa.gov/aero/wright/

EDITOR'S NOTE:
Wright Brothers
wind tunnel
NASA
aeronautics

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CNN NEWSROOM Guide

March 5, 1999

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 03:40... 05:55
Supreme Court Justice Harry Blackmun dies at age 90.

YOUR DAILY DESK ... 01:00... 06:55
Editor's Desk ... 02:00... 08:55
The full life of the Delaney sisters is the subject of a Broadway play and a lesson in joyous living.

Editor's Desk Extra ... 02:55... 11:50
Celebrity endorsements have rejuvenated the public's interest reading.

WORLDVIEW ... 00:45... 12:35
Cold War, Part I ... 03:50... 16:25
The Berlin Wall stood as a physical and psychological symbol of communist oppression during the Cold War.

Cold War, Part II ... 03:00... 19:25
Although the Berlin Wall is gone, psychological barriers between East and West Germans remain.

Cold War, Part III ... 02:55... 22:20
A roundtable discussion compares U.S. presidential reactions to the erection and collapse of the Berlin Wall.

NEWSROOM CHRONICLE ... 01:00... 23:20
Mascot Follow-up ... 01:15... 24:35
A North Carolina school board rules on a controversial mascot case.

Chef's Hat ... 03:00... 27:35
CNN looks at the history of the chef's hat.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Harry Blackmun: 1908-1999

1. When did Justice Harry Blackmun serve on the Supreme Court? What was Justice Blackmun's role in the Roe vs. Wade case? Why is Justice Blackmun's opinion on the case considered controversial? What impact did the Roe vs. Wade case have on Justice Blackmun?
2. Refer to the third website to learn about the history and role of the Supreme Court. Which do you think has the greatest impact on American domestic policy, the Supreme Court or the President of the United States? Why? What is the difference between a liberal judge and a conservative judge? Refer to the second website to investigate some of Justice Blackmun's landmark rulings. Why do you think Justice Blackmun was considered to be a controversial and liberal judge?
3. According to Chai Feldblum, one of Justice Blackmun's law clerks, how was Justice Blackmun's approach to interpreting law different from that of other judges? Give an example of how a judge's approach to interpreting the law can affect the outcome of a case.
4. Have small groups of students prepare presentations about one of Justice Blackmun's landmark cases. Direct each group to identify how Justice Blackmun's interpretation of the Constitution influenced his opinion. Following each presentation, direct your class to discuss whether or not they agree with Justice Blackmun's decision.

LINKS:
http://cnn.com/US/9903/04/blackmun.02/
http://www2.cybernex.net/~vanalst/supreme.html
http://comptonsv3.web.aol.com/ceo99-cgi/article?fastweb?getdoc+viewcomptons+A+7271+7++Suprem

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EDITOR'S NOTE:
constructionist
liberal
conservative
cynical
effusive
indelibly
condolences

YOUR DAILY DESK

Editor's Desk : Delaney Sisters

1. How did friends describe Sadie and Bessie Delaney? How old did each woman live to be? What do we know about their parents? Why did Sadie move from North Carolina to New York? What is the name of the Broadway play that chronicles their lives? According to the video, what did Sadie credit for her long life?
2. Define "segregation." When and where was segregation prevalent in the U.S.? How did the Delaney sisters survive segregation and overcome some of its obstacles? Why do you think that in spite of the challenge of segregation, they give others hope "in a society that tells us to be hopeless"?
3. Both Sadie and Bessie lived well past 100 years. How did life change for black Americans in that

time? What were some of the milestones of civil rights history over the past 100 years? Group students and assign each group a specific time period within the last 100 years. Have each group research the quality of life for African Americans during the time period and the efforts made towards achieving civil rights. Then have each group present its findings. Have groups combine their information into an illustrated Civil Rights Timeline of the Past 100 years and post it in the classroom.

LINKS:
http://www.netspace.org/herald/issues/g102497/oursay.f.html
http://www.hope.edu/pr/hsrt/sisters.html
http://faculty.millikin.edu/~mdeardorff.sos.faculty.mu/Syllabi/afamlinks.html
http://www.ed.gov/offices/OCR/links.html

Editor's Desk Extra : Editor's Desk Extra

1. Why is reading becoming more popular? How have Oprah Winfrey and Don Imus increased public interest in reading? How have their efforts impacted the literary market? Why do you think these celebrities have the ability to influence the public's taste in literature?
2. Do you like to read? Why/why not? How do you decide what you will read? What are your favorite books, magazines or newspapers? Do you think reading is important? Why/why not?
3. Have your class sponsor a weekly book club at your school library. Divide your class into small groups. Once a week, have each group member select a book from the library. Students in each group should have two weeks to read their books and write short book reviews. Have each group member create a poster for the library that displays each of the student's reviews. Students can also e-mail their reviews to the kids' book review website on the second link listed below.

LINKS:
http://www.ala.org/events/promoevents/oprah_undone.html
http://www.ubs-for-kids.com/reviews/index.htm

EDITOR'S NOTE:
segregation
"Having Our Say"
Bessie Delaney
Sadie Delaney
book club
literary market
embodied

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. What was the Berlin Wall? When and why was it erected? What was U.S. President Kennedy's reaction to the Wall? Why was this reaction significant? President Kennedy is reported to have said that a "wall is better than a war." Why do you think he believed this to be true? How did Berlin's mayor and his aides react to the Americans' inaction? Do you think President Kennedy should have been more vocally opposed to the Wall? Why/why not?
2. How was the city of Berlin divided once the Wall was erected? How did each section of the city

fare during the Cold War? Why do you think the East suffered while the West thrived?

3. What challenge did U.S. President Reagan pose to Soviet leaders at the Berlin Wall? What happened to the Wall in 1989? Where is the Wall now? Who was U.S. president when the Wall was torn down? How did he react? Why was his reaction so reserved?
4. Tell students to pretend that they are German citizens living in Berlin in August, 1961. One morning they awaken to find soldiers dividing their city with barbed wire. No one can leave the East to go to the West, to do so would risk imprisonment or death. Remind students that many Germans had friends and family on the other side of the Wall. What would the students do? Generate a class discussion about the situation: How would life be different? Would the students have wanted the international community to respond? Direct students to the Internet and other resources to read accounts and descriptions of what life was like "behind the Wall."
5. The erection of the Berlin Wall was one incident in a chain of events that promoted an air of distrust during the Cold War. Have students work in groups to locate information about the other events of the Cold War, such as the Cuban Missile Crisis, the U-2 spy plane incident and the Bay of Pigs invasion. Have groups combine their information into a Cold War timeline for use a reference tool. Discuss how the cumulative effect of these incidents heightened the Cold War paranoia between both Superpowers.

LINKS:
http://members.aol.com/johball/berlinwl.htm
http://www.webster.monroe.edu/spry/BerlinWall.html

Cold War, Part II : Cold War, Part II

1. What was Checkpoint Charlie? What kind of confrontation occurred there in 1961? How did the confrontation become a symbol of the new physical division of Europe that lasted for almost three decades?
2. What is meant by the term "reunification"? How was East and West Germany "reunified" in 1989? Why was this reunification only a physical process? Why do many East Germans consider themselves "conquered"? What happened when a Western investor tried to take over an East German newspaper? According to the video, why is there an air of distrust between East and West Germans?
3. How have the German people in both the East and West fared since the fall of the Berlin Wall? Group students. Have each group conduct research to learn more about Germany since the collapse of the physical structure that once divided Berlin. Have groups search for information on economic, social and political issues among the people of the former East and West Germany, and present their findings in class discussion. Compare the quality of life for individuals in both regions. Then direct each student to use what he/she has learned to write an essay explaining how the physical barrier that was the Berlin Wall has become a psychological barrier that has outlasted the Cold War.

LINKS:
http://www.herald.ns.ca/archives/laurent/cover.html
http://www.berliner-morgenpost.de/bm/international/inhalt/1397/unity.html
http://online.santarosa.edu/unify94/wies4.html
http://online.santarosa.edu/unify94/wies1.html
http://www.cybercomm.nl/~stp/nato/germany.html

Cold War, Part III : Cold War, Part III

1. Who are the three U.S. presidents mentioned in these reports? How did each (John Kennedy, Ronald Reagan and George Bush) respond to the Berlin Wall? Have students work in groups to search for historical evidence, including the text of speeches given by both Presidents Kennedy and Reagan at the Berlin Wall. In class discussion, have students analyze their findings to determine how and why each president responded to the Wall the way he did, including George Bush's reaction when the Wall was torn down. Generate a class discussion about how history might have been different had each of these three presidents had the opposite reaction to the Berlin Wall.
2. Teachers: Your students can learn more about the Cold War by watching CNN's 24-part documentary, **COLD WAR**, each Sunday at 8:00 p.m. ET. For a free educator's guide, go to http://learning.turner.com/coldwar or call 1-800-344-6219 in the U.S.

LINKS:
http://www.nara.gov/exhall/originals/kennedy.html

EDITOR'S NOTE:
Berlin Wall
Checkpoint Charlie
Brandenburg Gate
John Kennedy
Nikita Khrushchev
Ronald Reagan
Mikhail Gorbachev
George Bush

NEWSROOM CHRONICLE

Chef's Hat : Chef's Hat

1. What is the other name for a chef's hat? What is the origin of the chef's hat? What is the alleged significance of the pleats? Who was Auguste Escoffier? How did he influence the style of chef hats? How and why has the style of chef hats changed in recent years?
2. Why do people wear hats? What types of hats are associated with religion, social rituals and ceremonies? What type of hats do you think convey power? Give examples of hats that convey cultural identity? Why has the popularity of hats declined since the first half of this century? Do you like to wear hats? Why/why not? What type of hats do you think are "cool"? Why?
3. Have each student select a particular style of hat. Refer each student to newspapers, magazines and online resources to research the history and cultural significance of his/her hat. Next, group students and have each group design a hat that they think will reflect the new millennium. Have students present their work and discuss.

LINKS:
http://www.civilization.ca/membrs/canhist/hats/hat00eng.html

EDITOR'S NOTE:
toque
executive chef

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 8, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:45... 03:00
Top Story ... 02:30... 05:30
Libya accepts a U.S.-British proposal to hand-over the Lockerbie bombing suspects.

In the Headlines ... 02:20... 07:50
PRESIDENT CLINTON VISITS CENTRAL AMERICA

YOUR DAILY DESK ... 01:20... 09:10
Environment Desk ... 01:35... 10:45
Conservation and commerce are at odds with each other when it comes to endangered sea horses.

WORLDVIEW ... 00:45... 11:30
Top of the World ... 02:50... 14:20
Although Soviet troops are long gone from Afghanistan, peace is a distant hope.

Inside Asia ... 02:40... 17:00
The cleanup of one of Thailand's most important rivers creates a new vacation spot.

Political Front ... 02:40... 19:40
Politics have made the Cuba-U.S. baseball game a difficult one to schedule.

Culture Watch ... 01:55... 21:35
A 6-year old prodigy amazes audiences in Peru with her talent.

NEWSROOM CHRONICLE ... 01:15... 22:50
Party Free Zone ... 02:10... 25:00
Students at Michigan State University are choosing to ban alcohol in their dorms, fraternities and sororities.

Sports Zone ... 02:40... 27:40
CNN Newsroom takes a look at the Iditarod dog sled race.

CNN NEWSROOM CLOSE ... 00:20... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Lockerbie Deal?

1. Describe the events surrounding the Lockerbie bombing incident. How many people were killed? Who has been accused of masterminding the bombing? Who is Moammar Gadhafi? Why do you think Libya granted sanctuary to the two suspects? Why has Moammar Gadhafi been reluctant to extradite the suspects? How has the international community responded to this situation? Do you think the suspects should be tried in the Netherlands? Why/why not?
2. What is the Arab League? Why do you think a proposal was introduced during the Cairo talks to involve the Arab League as an intermediary between the Libyan government and the Scottish court? Do you think this intervention will affect Libya's decision to surrender the two suspects? Explain.
3. Have students refer to the websites listed below to research the history of Libya's governmental policies since 1969, when Moammar Gadhafi came into power. What is General Gadhafi's opinion about the U.S.? Why? What action has General Gadhafi taken to achieve his goal of "creating an "Arab nation" whose inhabitants are governed according to Islamic tenets?" Following discussion of these questions, have groups of students discuss what they think should happen if Libya refuses to relinquish the two suspects. Have each group present its recommendations and discuss.

LINKS:
http://news.bbc.co.uk/hi/english/special_report/1998/08/98/lockerbie/newsid_156000/156062.stm
http://headlines.yahoo.com/Full_Coverage/World/Pan_Am_103_Lockerbie_Trial
http://www.un.org/Overview/Organs/sc.html
http://www.geocities.com/Athens/8744/mylinks1.htm
http://www.undp.org/missions/libya/lockerbie.htm

In the Headlines : In the Headlines

1. Why is President Clinton visiting Central America? Which countries were affected by Hurricane Mitch? What impact did the hurricane have on these countries? How much relief money has the U.S. given to Central American nations? What do you think might happen to these countries if they do not receive adequate economic relief? According to experts, "the U.S. will feel the aftershocks of any destabilization." Discuss the meaning of this statement.
2. Divide your class into four groups. Have each group research the evolution of democracy in either Nicaragua, Honduras, El Salvador or Guatemala. Have each group present its findings and discuss how the U.S. influenced the politics of these nations during the last 20 years. Do you think the U.S. has a moral obligation to aid these Central American nations? Explain. Do you think the U.S. Congress should allocate an additional $956 million in emergency aid to this region? Why/why not?

LINKS:
http://cnn.com/WORLD/americas/9903/06/clinton.nicaragua.ap/index.html
http://www.oxfamamerica.org/
http://cnn.com/WORLD/americas/sites.html

EDITOR'S NOTE:
tentative
Central America
Arab League
Hurricane Mitch
Libya

Moammar Gadhafi
interrogated
democracy

YOUR DAILY DESK

Environment Desk : Sea Horse Survival

1. What is happening to the world's sea horse populations? How many species of sea horses are there? According to Dr. Amanda Vincent, how many of them live in areas where sea horses are "exploited?" Where is the sea horse trade most popular? How many countries participate? For what purposes are the harvested sea horses being used?

2. Considering the statistics offered in the story, are these animals worth more to merchants alive or dead? Why do you think some Asian countries are unwilling to change their sea horse trading practices? What practical solution does Dr. Vincent propose? Do you think this alternative will be adopted by the countries involved? Why?

3. In 1996, the first World Conservation Congress (IUCN) was unable find a way to legislate sea horse conservation. Sea horses are a vital ingredient in Chinese medicines prescribed for respiratory diseases and cancer. Notes from the Conservation Congress meeting read: "A minefield in the debate on sustainable use of wildlife is where culture ends and commerce begins, or when it reflects external market forces more than traditional values." Challenge your students to investigate the issue further using the websites below or other current print or electronic media. Then discuss the issue in class and collectively write a resolution that your class believes would satisfy both conservationists and Chinese medicine practitioners.

LINKS:
http://www.wa.gov.au/westfish/wf/bc/bc95spr.html
http://cgi.pathfinder.com/time/magazine/1997/int/970113/environment.html
http://www.iucn.org/wcc/ookpik/issue7/rib-suts_use.html

EDITOR'S NOTE:
Chinese medicine
habitat destruction
exploited
species

WORLDVIEW

Top of the World : Afghanistan Ten Years Later

1. Locate Afghanistan on a world map. What happened when the former Soviet Union pulled its troops out of the country? Who are the Taliban? Why were they welcomed by many, at first? What is the "price" the people of Afghanistan are paying for the stability brought about by the Taliban?

2. How much of Afghanistan is controlled by the Taliban? Besides the armed conflicts, what other

problems have resulted from the current political climate in Afghanistan?

3. The UN Special Envoy to Afghanistan refers to the country's "weak government" and to a "vacuum" that exists there. Ask students to explain what he means by a "vacuum." Then group students and have them conduct research to learn more about what has happened in Afghanistan since the end of the Soviet occupation. Share group findings. Discuss how those who fought the Soviets are trying to fill the political "vacuum" created when the Russian troops left.

   EXTENSION: Afghanistan is a poor nation, and its people are in need of humanitarian assistance from the international community. Assist students in conducting research to find out how relief efforts are being hampered by the Taliban. The last website below should be helpful. What do students think the role of the international community should be in Afghanistan?

LINKS:
http://www.washingtonpost.com/wp-srv/inatl/longterm/worldref/country/afghanis.htm
http://www.odci.gov/cia/publications/factbook/af.html
http://www.usia.gov/regional/nea/sasia/docs/doc1.htm#top

Inside Asia : Thai Tourism

1. What is the nickname of the Chao Phraya River? Explain how environmental efforts on the Chao Phraya have led to an economic boost for Bangkok. What kinds of sights can visitors to the river observe? What attractions does the river offer?

2. Introduce students to the concept of ecotourism and challenge them to find examples of attractions that were born of ecotourism around the world. Discuss the conditions that make for a successful marriage of the environment and the economy.

3. Ask students: If you were part of the campaign to preserve and promote the Chao Phraya, what would you want people to know about the river and what they could experience there? Direct students to the websites below and to other resources to learn more about the Chao Phraya as a tourist attraction. Then group students and have each choose one river anywhere in the world. Direct each group to research and create an illustrated travel brochure for its river. Hold a "Tour the River" day and have each group present its brochure to the class.

LINKS:
http://www.arlymeartravel.com/bangkok.htm
http://www.menam-hotel.com/index.html
http://www.synaptic.bc.ca/gallery/chaop001.htm

Political Front : Cuba Baseball Game

1. Which Major League Team is about to play a baseball game in Cuba? Why is this a significant event? How did politics make it a difficult game to schedule? Why is the game a sensitive issue to many people in South Florida? How do South Florida's Cuban-born residents feel about the prospect of a Major League Game in their homeland? What do some Cuban-Americans plan to do to stop the game?

2. Ask students to relate what they know about current U.S.-Cuban relations. How would they describe the relationship between the two countries? What is the source of the friction? Have students work in groups to investigate recent relations between the U.S. and Cuba, and share their findings in class discussion. Do students think this proposed baseball game will do more to repair or aggravate current U.S.-Cuban relations? Discuss.

   EXTENSION: How do students think President Clinton should respond to the concerns of those

Cuban-Americans who believe the game is a tacit form of recognition for the Castro government? Have each student write an editorial voicing his/her opinion on the game and whether it is in the best interests of the U.S., Cuban-Americans and the Cuban people.

LINKS:
http://www.detnews.com/1998/nation/9807/18/07180074.htm
http://www.fas.org/man/crs/94-005.htm
http://www.nando.net/newsroom/ap/bbo/1997/mlb/fla/feat/archive/123197/fla38130.html

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Culture Watch : Peru Prodigy

1. Who is Mariko Shimoda? How old is she? How is she like other girls her age? How is she different?

2. What is a child prodigy? Have students consult the Internet and other resources to learn more about the phenomenon known as the "child prodigy" and the challenges each faces trying to grow up as a "normal" child. Share student findings. Discuss some of the benefits and drawbacks of being a "child prodigy."

LINKS:
http://www.stagebill.com/Classical/profiles/profilesarchive/prodigy.html

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EDITOR'S NOTE:
Afghanistan
Taliban
Islamic
envoy
Osama bin Laden
Bangkok
floating market
prodigy

NEWSROOM CHRONICLE

Party Free Zone : Party Free Zone

1. Why are students at Michigan State University choosing to ban alcohol? What measures has the University taken to create an alcohol-free community? How has the Greek system responded to this issue? Why is the Greek system's involvement important? What are the benefits associated with living in an alcohol-free dorm, fraternity or sorority? Why do you think alcohol consumption and alcohol abuse is prevalent among college students in the U.S.?

2. Help students brainstorm a list of questions pertaining to the effects of alcohol and alcoholism. To help students generate questions, direct students to consider medical, social and cultural factors, as well as prevention and treatment strategies. Divide the questions among groups of students. Have each group refer to print and online resources to answer the questions. Have each group present its findings and discuss. Next, have the groups create an in-school poster campaign to educate their peers about alcohol related issues.

LINKS:
http://cnn.com/HEALTH/9809/10/college.drinking.ap/index.html
http://cnn.com/HEALTH/9811/23/binge.drinking/index.html

http://www.edc.org/hec/
http://www.niaaa.nih.gov/

EDITOR'S NOTE:
alcoholism
Greek system
Michigan State University
binge drinking

Sports Zone : Sports Zone

1. Where does the Iditarod dog sled race take place? How long does it take to complete the race? What types of dogs are used to pull the sleds? Why do you think these types of dogs are used? What is a "musher?"
2. Have students refer to the website listed below to learn about Alaskan culture and the history of the Iditarod. How did this event evolve? What aspects of regional history and culture are reflected through this event? Group students. Have each group use print and online resources to research the cultural origins of different sporting events, such as speed skating or cross country running. Have each group share its information and discuss.

LINKS:
http://cnn.com/US/9903/07/IDITAROD.reut/
http://www.adn.com/iditarod/coverage/index.html

EDITOR'S NOTE:
Iditarod
Alaska
musher
alcoholism
binge drinking
Michigan State University
Greek system

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 9, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 03:55... 06:10
Joe DiMaggio dies at age 84.

In the Headlines ... 02:05... 08:15
ELECTIONS IN EL SALVADOR

YOUR DAILY DESK ... 00:45... 09:00
Health Desk ... 02:25... 11:25
In California, legislation is being introduced to regulate the amusement park industry.

WORLDVIEW ... 01:00... 12:25
Political Front ... 02:40... 15:05
As Hong Kong welcomes mainlanders, Beijing worries the newly adopted province has overstepped its bounds.

Inside Russia ... 02:35... 17:40
The economic crisis in Russia is partially to blame for the country's deteriorating satellite systems.

Information Please ... 02:55... 20:35
Young people are becoming a driving force in Iranian politics.

Taking Care of Business ... 01:35... 22:10
As the Chinese usher in the Year of the Rabbit, sales of the fluffy creatures skyrocket.

NEWSROOM CHRONICLE ... 01:10... 23:20
Zero Tolerance ... 02:00... 25:20
Does the "zero tolerance" school policy go too far?

Yo-Yo Man ... 02:25... 27:45
Dick Stohr uses yo-yos to teach science.

CNN NEWSROOM CLOSE ... 00:15... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Joe DiMaggio: 1914-1999

1. Who was Joe Dimaggio? What team did Joe DiMaggio play for? What baseball record did Joe DiMaggio set during the summer of 1941? What made him a "durable legend"? What famous movie star did Joe DiMaggio marry? Do you think Mr. DiMaggio's private demeanor influenced the public's perception of him? Explain?
2. According to the video, during the social chaos of the 1960s "Dimaggio symbolized something solid, something we'd lost along the way." What do you think this statement means? As a celebrated figure, how was Joe DiMaggio different from many of today's celebrities?
3. As a class, discuss the following questions: What is a hero? Why do people have heroes like Joe Dimaggio? Who are present day heroes? Are the heroes of today different from those of past generations? Explain. Do you think it is important for people to have heroes? Why/why not? Have each student write a paper about one of their heroes, and how this individual has influenced their life. Have students share their papers and discuss.

LINKS:
http://cnn.com/cnnsi/baseball/mlb/news/1999/03/08/dimaggio_obit/

In the Headlines : In the Headlines

1. Who is Francisco Flores? With what political party is he affiliated? What percentage of registered voters cast ballots? According to analysts, why was there such apathy among voters in El Salvador?
2. Have students use multimedia resources to learn about the history of the National Republican Alliance and the evolution of democracy in El Salvador since the beginning of the nation's civil war. Do you think the relationships between El Salvador and the international community will be affected by the elections? Explain. What political and administrative challenges will the new president face when he assumes office? Do you think the new president will be able to meet these challenges? Explain.

LINKS:
http://cnn.com/WORLD/americas/9903/07/salvador.elex.02.ap/index.html

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EDITOR'S NOTE:
runoff
National Republican Alliance
El Salvador
voter turnout
Joe DiMaggio
baseball

YOUR DAILY DESK

Health Desk : Amusement Park Danger

1. How many states, including California, do not regulate their amusement and theme park industries? Why is this a concern? Why do you think permanent amusement park owners are reluctant to support the regulation of their industry?

2. Safety issues are divided into two domains: Public safety and occupational safety. "Public safety involves hazards that are met in the home, in travel and in recreation." During the last 30 years the U.S. government has increased its responsibility for ensuring public safety. Why do you think this is the case?
3. As a class, generate a list of various safety issues that are regulated by federal and state governments. Group students. Have each group select one of the safety issues and prepare a presentation about how federal and state agencies address the safety issue. The Consumer Product Safety Commission, Environmental Protection Agency, and the websites listed below should provide useful information. Following the presentations, discuss the benefits and drawbacks of the regulatory systems. Should government regulate public safety? Explain.

LINKS:
http://www.cpsc.gov/
http://www.pp.okstate.edu/ehs/links/links.htm
http://www.dps.state.ak.us/DPSLinks/statedps.asp
http://www.nsc.org/

EDITOR'S NOTE:
amusement park industry
state regulation
public safety

WORLDVIEW

Political Front : Hong Kong Immigration

1. What recent court decisions have negatively impacted relations between Hong Kong and Beijing? Why is Beijing demanding that these decisions be reversed? What signal could it send to investors if Hong Kong loses this important court battle?
2. Why is the perception of international investors so important to Hong Kong? Have students work in groups to learn more about Hong Kong and its status as a world commerce center. Share student findings. Discuss how problems between Hong Kong and the Chinese government could have a ripple effect on international investment in Hong Kong and ultimately affect Hong Kong's economy.
3. Generate a class discussion about the current political status of Hong Kong. To whom does it belong? When did the transition to this country take place? What was Hong Kong's political status before the transition? Assist students in consulting the Internet and other resources to learn more about present-day Hong Kong's political status and economic system. Discuss ways in which Hong Kong's political and economic systems are different from those of The People's Republic of China. Why has China allowed these differences to exist? What conditions could allow China to either relax or tighten its control over Hong Kong? Discuss.

LINKS:
http://simex.com.sg/hkong1.html
http://www.hkstandard.com/
http://www.hktausa.org/
http://www.sar-ombudsman.gov.hk/english/about_ocac/vision.htm

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Inside Russia : Russia Missile Defense

1. Why do experts believe that a deteriorating defense system in Russia could be dangerous for both Russia and the U.S.? According to the Russian physicist interviewed in the video, should this situation be cause for alarm? Explain. Under what conditions might it be cause for alarm? How has the Clinton Administration responded to this problem? Do you think that sharing early warning data between the U.S. and Russia is a good idea? Why/why not?

2. Some experts argue that Russia's inability to control its weapons systems warrants new weapons reduction agreements with the U.S. What do students think? Group students and assist each group as they consult the Internet and other resources to learn more about the Russian defense/weapons systems crisis. Have each group briefly present its findings. Then have students return to their groups. Challenge each group to compose a policy statement from the Clinton Administration on the Russian defense and weapons systems issue. How should the U.S. respond to the potential dangers? Have each group share its ideas.

3. What other sectors of Russia are suffering as a result of the nation's economic crisis? Have students work in groups to research the social, economic and political problems that have surfaced due to Russia's failing economy. Direct each group to prepare a written report on the impact of the economic crisis on life in Russia.

LINKS:
http://www.afpc.org/rrm/rrm299.htm
http://www.nap.edu/readingroom/books/fun/2.html
http://www.clw.org/pub/clw/coalition/wp1112ii.htm
http://www.seattletimes.com/news/editorial/html98/altrussed_082898.html
http://www.russianembassy.org/embassy-main.htm

Information Please : Iran Youth Power

1. What is significant about the concert that is taking place in the video? Why did some people fear that the concert would be disrupted? For whom did most young voters cast their ballots in the last presidential election? How was this vote a vote for change in the political status quo in Iran?

2. What is the role of Islam in Iran's government? Have students work in groups to learn more about the religious influence within the Iranian political system and share their findings. In class discussion, have students respond to these questions: How does the influence of religion in politics differ from the church/state separation in many Western political systems? Is Iran's religious government a benefit or a drawback to its development? Is Iran's religious government a benefit or a drawback to its relations with the international community?

LINKS:
http://www.cdiss.org/iran_t.htm
http://emernet.emergency.com/khtami97.htm
http://www.oneworld.org/ips2/may/iran2.html

Taking Care of Business : Designer Rabbits

1. Why are many who follow Chinese astrology purchasing rabbits? What do they believe the rabbits will bring them? In U.S. dollars, how much can a rare pedigree rabbit cost in Japan? Do you think this is a high price to pay for a pet? Explain. What other businesses are benefitting from the "bunny craze"?

2. What traditions and practices are part of the Chinese New Year? Group students, and have each select one aspect of this cultural observance to research, such as the Chinese astrological calendar,

food, rituals, and folklore. Hold a Chinese New Year celebration in your classroom and have each group make a formal presentation of its findings (along with food samples, if possible!)

3. Many cultures hold particular objects as "lucky." Ask students to identify some objects considered "lucky" in popular culture. Then group students and have each either research and discuss the origin and folklore behind one "lucky" object, or choose a culture and profile one of its "lucky" charms.

LINKS:
http://www.noblenet.org/tty2chi.htm

EDITOR'S NOTE:
Hong Kong
Beijing
satellite system
Islamic Revolution
right-wing
moderation
yen
Year of the Rabbit

NEWSROOM CHRONICLE

Zero Tolerance : Zero Tolerance

1. When was the policy of "zero tolerance" introduced to schools? What is "zero tolerance"? Why have schools adopted a "zero tolerance" policy? According to the policy, who has the power to expel children from school? What do you think are the benefits and drawbacks to this policy?

2. Why is Michael Castillo facing expulsion? What consequence is Michael dealing with as a result of his actions? Do you think the school responded fairly to his actions? Why/why not? Do you think public schools have a right to get involved in a student's behavior outside of school? Explain.

3. Have students refer to the third website to learn about other controversial "zero tolerance" school cases. Group students. Have each group select one of the cases or develop one of its own. Direct each group to consider the issues of the case and to prepare for a mock hearing that reflects both the student's position and the school's position on the case. Have each group present both sides to the class who will serve as the review board. Discuss the review board's ruling.

LINKS:
http://www.yesonprop8.com/What-Prop8-Will-Do/DrugFree.htm
http://magazine.medill.nwu.edu/raisingteens/feats/zero.html
http://cnn.com/US/9610/29/briefs/beeper/index.html

Yo-Yo Man : Yo-Yo Man

1. What science concepts does Mr. Stohr teach by using the yo-yo? What is the optimal age to begin learning how to use a yo-yo? What does it take to learn how to become an expert yo-yo user?

2. Direct your class to brainstorm a list of toys and games. Have groups of students consider how these toys and games can be used to teach different academic subjects. For example, kite flying

can be used to teach the principles of physics and math. Help each group develop a lesson plan that uses one of the toys or games. Direct each group to present its lesson.

LINKS:
http://www.pd.net/yoyo/
http://putwest.boces.org/Standards.html

EDITOR'S NOTE:
gyroscopic stability
zero tolerance
Safe Schools
wizardry
mesmerize

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 10, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:20... 04:35
A U.S. Senate panel plans to examine Chinese spying allegations.

YOUR DAILY DESK ... 00:55... 05:30
Business Desk ... 02:05... 07:35
Digital camera sales represent one of the fastest-growing segments of the U.S. photography market.

Business Desk Extra ... 02:10... 09:45
Economic espionage costs U.S companies billions of dollars a year.

WORLDVIEW ... 00:45... 10:30
Top of the World ... 03:55... 14:25
Leaders of India and Pakistan make an attempt to bring peace to their troubled region.

Culture Watch ... 02:45... 17:10
Cambodian authorities get help from Thailand in an effort to stop the theft of sacred relics.

Taking Care of Business ... 03:05... 20:15
A cooking school gives the street kids of Hanoi a chance to become independent adults.

NEWSROOM CHRONICLE ... 01:00... 21:15
Sweepstakes Investigation ... 02:00... 23:15
The U.S. Senate examines the legitimacy of magazine sweepstakes.

Recruitment Blues ... 04:25... 27:40
The U.S. military intensifies its recruiting efforts.

CNN NEWSROOM CLOSE ... 00:20... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Nuclear Secrets

1. Why was Wen Ho Lee fired from his job at Los Alamos Laboratory? How do you think Mr. Lee's

alleged actions might jeopardize the security of the U.S. and the international community? How has the U.S. government responded to the alleged breach of security? How has the Chinese government responded to the allegations?

2. According to critics, why did the Clinton Administration wait several years to remove Mr. Lee from his job? How did the administration respond to this criticism? Have students refer to the last two websites listed below to learn about the evolution of U.S./China relations during the last decade. As a class, consider whether this security issue should have been pursued in earlier years. Discuss how this situation could impact U.S./China relations.
3. Direct each student to write a paper discussing the implications of China having access to classified U.S. nuclear technology and how the U.S. should respond to such a situation.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/03/08/spying/
http://cnn.com/US/9903/09/china.spy/index.html
http://www.ncuscr.org/
http://www.fas.org/man/crs/94-002.htm

EDITOR'S NOTE:
directive
expedient
espionage
China
national security
indicted
ulterior

YOUR DAILY DESK

Business Desk : Digital Photography

1. What is digital photography? In your lifetime, how has technology played a role in the evolution of the camera? What is research and development (R&D)? Why do you think corporations spend so much time and money on R&D? Besides the digital camera, can you think of other products that have resulted from research and development? Explain.
2. What factors account for the rise of digital photography in the U.S. consumer market? What is the price range for most digital cameras sold in the U.S.? In spite of their high prices, why do many consumers purchase these cameras?
3. Direct students to the websites below as well as to other online and retail resources, to learn more about digital cameras and how they work. Share student information and review the video to generate a class discussion of the benefits and drawbacks of digital photography. Then divide the class into groups. Inform each group that it is to take on the role of a consumer advocate team, and that its mission is to research and prepare an analysis of digital vs. conventional cameras. Instruct groups to deliver their analyses in the form of televised "consumer reports." Which cameras would they recommend, and for what purposes? Is one kind of photography (digital/conventional) always preferable to the other, from a consumer point of view?

LINKS:
http://www.main-street-studio.com/Digital.html
http://www.photo-ink.com/forme.html

Business Desk Extra : Business Desk Extra

1. What is economic espionage? According to the video, which six countries are the most aggressive seekers of U.S. proprietary information? Why do countries engage in economic espionage? How much money are U.S. companies losing as a result of economic espionage? Briefly explain why economic espionage causes these companies to lose money. How might economic espionage affect the stability of the U.S economy?

2. Have students refer to the first website to investigate the evolution of spying and espionage since the Cold War. According to the video, "in our modern age it is very difficult to distinguish between absolute economic and absolute security issues." Discuss the meaning of this statement in light of what students have learned.

3. Group students. Have each group use multimedia resources to learn about the following technological industries: Information and aeronautic systems, sensors and lasers, electronics, armaments and energetic materials. Direct groups to identify the products produced by these industries that are targets of economic espionage. Have each group present its findings and discuss how the illegal procurement of these products might impact the security of the U.S. and the international community.

LINKS:
http://cnn.com/SPECIALS/cold.war/experience/spies/links.html
http://www.heritage.org/

EDITOR'S NOTE:
high/low resolution
research and development
technology
pixel
digital camera
peripheral

WORLDVIEW

Top of the World : India/Pakistan New Era?

1. What symbolic gesture to Pakistan was recently made by India's Prime Minister Vajpayee? What did the Prime Minister give as his reason for visiting the monument? How have the leaders of India and Pakistan recently made concrete steps toward more peaceful relations?

2. State the issues that were addressed in agreements recently signed by Pakistani and Indian leaders. Why is it significant that these agreements were made, even if both sides only agree to keep the lines of communication open?

3. In the video we are told that India and Pakistan have fought three wars with each other in the 52 years since their independence. What circumstances and events have shaped India-Pakistan relations over the past five decades? Divide students into five groups, and have each research a decade, beginning with the 1950s, to learn more about important events that occurred in both India and Pakistan in that time period. Direct groups to present their findings, in chronological order, in the form of formal reports. After all reports are complete, assist the class in composing a timeline of India-Pakistan relations since the nations achieved their independence.

LINKS:
http://www.rediff.com/news/mar/06mani.htm
http://www.pbs.org/newshour/bb/asia/jan-june98/kashmir_6-1.html
http://www.peacenet.org/napf/asia/indiapakchron.html

Culture Watch : Cambodia Theft

1. Why are some Cambodian temples being desecrated? How has the Cambodian government responded to these crimes? How are Thai authorities helping their neighbors address the problem?

2. Who purchases the relics stolen from Cambodia's temples? Why do you think these artifacts are in demand? Why do you think some people are willing to take on personal risks to obtain these artifacts for willing buyers?

3. The practice of stealing relics and historical artifacts has also been called "culture robbing." Introduce this term to students and ask them if they consider what is happening to Cambodia's temples "culture robbing." Then divide students into small groups and challenge each to find another example of "culture robbing." The websites below should be of assistance. Have each group present its findings. Discuss what is lost when a cultural treasure is stolen and sold on the black market. As a class, brainstorm a list of strategies for preventing "culture robbing."

LINKS:
http://www.nando.net/newsroom/ntn/world/093095/world206_9.html
http://www.seattletimes.com/extra/browse/html98/altarti_010798.html
http://www.nextcity.com/main/article/pi2/052698.htm
http://www.chattimes.com/news/today/Monday/April201998/CTStorya2art420.html

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Taking Care of Business : Vietnam Food School

1. What kinds of training does the business seen in the video provide? Who are the students of this institution? What kinds of demands are placed on these students? Why are many of them grateful for the chance to attend this school?

2. If young Vietnamese were not enrolled in the cooking school, what might they encounter in their daily lives? Have students consult the Internet and other resources to learn more about the economic and social issues facing the people of Vietnam, particularly its young people. Share student findings in class discussion. Discuss how institutions like the cooking school help the young students as well as Vietnamese society and its economy. Are there facilities in your community that provide a similar service? What are they? How does each facility contribute to the community while enhancing the lives of individuals?

LINKS:
http://www.vietgate.net/
http://www.undp.org.vn/undp/prog/pove.htm

EDITOR'S NOTE:
Atal Behari Vajpayee
Nawaz Sharif
Kashmir
nuclear state
smuggling
desecration

artifacts
Hanoi

NEWSROOM CHRONICLE

Sweepstakes Investigation : Sweepstakes Investigation

1. What are sweepstakes? How many homes in America receive sweepstakes offerings? Why is the U.S. Senate considering legislation that would regulate the sweepstakes industry? How could this proposed legislation benefit the public? How do magazine publishers profit from sweepstakes? How do you think the proposed legislation might affect the sweepstakes industry?

2. Have students generate a list of different types of contests and sweepstakes that are used to promote products. As a class, discuss what it means to be a critical consumer. Have groups of students gather information about the contests and sweepstakes. Direct each group to determine whether or not the contests are legitimate. What criteria did groups use to make this determination? Discuss the groups' findings.

LINKS:
http://cnn.com/US/9903/09/sweepstakes.deception/index.html
http://cnn.com/US/9902/22/sweepstakes/index.html

Recruitment Blues : Recruitment Blues

1. When was mandatory military service introduced in the U.S.? When was the Selective Service established? When were women first admitted into the military? When did the armed forces integrate Blacks? What is the GI Bill of Rights? When and why was it introduced? How many people were called to serve in the Korean War? How did the public respond to the Vietnam draft?

2. Why is the U.S. military intensifying its recruiting efforts? What are the benefits and drawbacks of enlisting in the military? Why are young adults reluctant to enlist? Would you consider joining the military after high school? Why/why not?

3. Divide your class into four groups. Have each group refer to multimedia and archival materials, including newspapers, magazines and posters to research the military's recruitment campaigns for WWI, WWII, the Korean War and the Vietnam War. Compare and contrast the different campaigns. What do these campaigns reveal about the culture of the era? Do you think the sense of patriotism in America has changed over the years? Explain. Do you think the military's current recruitment campaigns are effective? Why/why not?

LINKS:
http://cnn.com/US/9809/29/military.readiness/index.html
http://www.army.mil/
http://www.af.mil/
http://www.navy.mil/

EDITOR'S NOTE:
military recruiters
conscription
draft dodger
GI Bill of Rights
sweepstakes

government regulations

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CNN NEWSROOM Guide

March 11, 1999

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:10... 02:25
Top Story ... 02:35... 05:00
Conflicts between the Chinese government and Tibetans escalate.

YOUR DAILY DESK ... 00:40... 05:40
Science Desk ... 02:00... 07:40
Scientists are enlisting the help of household computers in their search for extraterrestrial life.

Science Desk Extra ... 01:55... 09:35
According to astronomers, the Subaru telescope will enhance our understanding of the universe.

WORLDVIEW ... 00:25... 10:00
Top of the World ... 03:15... 13:15
Despite efforts to end them, Thailand's drug problems continue.

Taking Care of Business ... 02:35... 15:50
International financier George Soros is investing in South Korea.

Culture Watch ... 02:25... 18:15
After ten years of wrangling, the debate over how to memorialize Germany's Holocaust victims continues.

Wild Kingdom ... 02:00... 20:15
A London family aims to change peoples' minds about wolves.

NEWSROOM CHRONICLE ... 01:35... 21:50
Bell on the Web ... 02:25... 24:15
The Library of Congress is creating a website about Alexander Graham Bell.

Look Ahead ... 00:30... 24:45
Next Week: Web Music Series

Newsroom Follow-up ... 02:20... 27:05
Keiko the killer whale is adjusting to his new home in Iceland.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Tibetan Uprising Anniversary

1. When did Tibet fall to the Chinese? Who is the Dalai Lama? What are his political and religious responsibilities? When and why did the Dalai Lama receive the Nobel Peace Prize?

2. Why do you think the Chinese government is trying to assimilate the Tibetan culture? What are the benefits and drawbacks of this action? Why do you think the followers of the Dalai Lama have resorted to violent protest? Do you agree with their actions? Why/why not?

3. Divide your class into two groups. Have each group prepare a presentation about either the history of the Dalai Lamas and their rule over Tibet, or the history of Mao Tse-tung and his reign over China. Following the presentations, discuss the philosophical and political differences between the Tibetan and Chinese governments. On what historical grounds does China base its right to take over Tibet? Have each student write a paper about whether or not the Tibet-Chinese conflict can be peacefully resolved.

LINKS:
http://cnn.com/WORLD/asiapcf/9903/10/BC-China-Tibet.ap/index.html
http://www.magicoftibet.com/tibetny
http://solar.rtd.utk.edu/~china/china.html

EDITOR'S NOTE:
Dalai Lama
assimilating
Mao Tse-tung
martial law
autonomy
exile
Buddhism
Tibet

YOUR DAILY DESK

Science Desk : Find ET

1. What do scientists searching the cosmos for alien civilizations say they need to be successful? How does the project proposed by researchers at the University of California meet these needs? From where did their idea originate? In general terms, describe the process through which signals received by the Aricebo telescope are going to be analyzed. Why do you think Matt Lebofsky doesn't get excited about radio "spikes" until two or three "eyes" have "seen" them? How would you rate the reliability of this method of research?

2. What future project is radio astronomer Leo Blitz hoping to build? How will it work? Why do you think he has chosen an Australian desert for its location? Why do you think he is linking 500 to 1000 TV satellite dishes together rather than build one giant radio wave receiving dish?

3. Have students go to the first website listed below to research SETI @ home's three major components: Data collection, data analysis and distributed computation. Then have each student prepare his/her own diagram depicting the path information travels throughout the project. (Note: Direct students to avoid using the data flow diagram link on the Seti website during the creation of their diagrams. However, after students have completed their diagrams, as a class, view the data-flow diagram on the website and discuss the similarities and differences between their versions and the one on the website.) As a concluding activity, inform students that funding for radio telescope-based research has been greatly reduced in the last few years and ask them if they think these new methods of research are successful at lowering cost without sacrificing reliability.

LINKS:
http://seti.ssl.berkeley.edu/
http://seti.ssl.berkeley.edu/serendip/
serendip.html
http://www.seti-inst.edu/faq.html

Science Desk Extra : Science Desk Extra

1. What is the Subaru telescope? What information are scientists hoping to acquire by using the Subaru telescope? What is the universe? Approximately how old is the universe? How have science and technology advanced our understanding about the cosmos during the last century?

2. Have students refer to the first website listed below to learn more about the Subaru telescope project and the concept of an expanding universe. Have students contemplate and discuss the following questions: How was life created? Are planetary systems common, or is our solar system and the planet Earth unique within the universe? Are we alone? Do you want to know the answers to these questions? Why/why not? How would knowing the answers to these questions affect society?

LINKS:
http://chain.mtk.nao.ac.jp/
http://chain.mtk.nao.ac.jp/outreach/press_releases/990128/HiRes.html

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EDITOR'S NOTE:
cosmos
astronomer
SETI
Subaru telescope
distributed computation
radio telescope
extraterrestrial
radio "spikes"

WORLDVIEW

Top of the World : Thai Drugs

1. What crop is grown in Thailand's Golden Triangle? What illegal drug is made from this plant? Has the production of this drug increased or decreased in Thailand in recent years? What is responsible for this trend?

2. In spite of Thai authorities' success against opium production, why is heroin still available to its

people? What other kinds of drugs are becoming popular in Thailand? Why are these drugs so readily available?

3. In the video we learn that crop substitution is in part responsible for the decline in poppy production in Thailand. Generate a class discussion about crop substitution and how it works to make undesirable crop growth less desirable to farmers. Then have students work in groups to learn more about international efforts to stop illegal drug production and trafficking in Thailand and other drug-producing nations. Have each group discuss the steps international authorities are taking to combat the global drug problem. Solicit student ideas aimed at winning the world war against drugs.

LINKS:
http://www.druglibrary.org/schaffer/heroin/historic.htm
http://www.ncjrs.org/txtfiles/prnov27.txt
http://www.oneworld.org/ips2/june98/08_53_033.html
http://www.usembassy.org.mx/eS2341.html

Taking Care of Business : South Korea Investment

1. Who is George Soros? In what capacity does he serve as an advisor to South Korea's president? What advice did he offer South Korea's government and corporations? In what company did Mr. Soros invest? What international corporations have followed him in investing in South Korea in the past year?

2. What does it mean to be "bullish" on a country or a company? Discuss the meaning of this term and how consumers typically react to a "bull market." What conditions must be met in order for investors to continue to be "bullish" on South Korea? Discuss to what extent South Korea's government should have a role in propping up its country's economy.

3. Ask students: If you were an international financier, would you invest in South Korea? Have students work in groups to learn more about the business atmosphere and economy of South Korea and share their findings. What economic positives and negatives can be found in South Korea? Direct each student to write an essay on whether or not he/she would invest there, along with the rationale behind that decision.

LINKS:
http://www.soros.org/intlinit.html
http://www.soros.org.mk/osi/soros/en/biogra.htm
http://www.fas.org/man/crs/crs-asia.htm
http://news.bbc.co.uk/hi/english/business/newsid_33000/33516.stm

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Culture Watch : Germany Holocaust Memorial

1. Describe the structure that German Chancellor Helmut Kohl approved last year to commemorate Holocaust victims. Why has Germany's new leftist government rejected this idea? What kind of memorial does the new Culture Minister propose instead? Why?

2. What controversial proposal has the Culture Minister introduced? How has the Jewish official reacted to this idea? With whom does the final decision on the memorial rest?

3. Challenge small groups of students to come up with their own proposals for Germany's Holocaust memorial. Have them conduct research to learn more about the Holocaust and use this information as they discuss their ideas. Then challenge each to draw a diagram or create a small-scale model of the proposal, labeled to show its features. Have each group present its memorial and explain the significance of its design.

LINKS:
http://www.annefrank.com/
http://www.vhf.org/
http://www.dhm.de/ausstellungen/ns_gedenk/e/index.html

Wild Kingdom : Wolf Family

1. How did the Palmer residence become home to seven wolves? Why does Mr. Palmer believe that most people don't understand wolves? Do you agree/disagree with him? Explain.

2. Assist students in conducting research to learn more about wolves. What species of wolves exist? What are their habitats and feeding habits? What are their natural enemies? Share student findings and discuss some of the myths and facts about wolves.

LINKS:
http://www.wolf.org/
http://www.sinapu.org/wolf_facts1.html#bottom
http://www.wolfsite.com/

EDITOR'S NOTE:
Golden Triangle
opium
narcotics
crop substitution
George Soros
Holocaust
Reichstag
conservation

NEWSROOM CHRONICLE

Bell on the Web : Bell on the Web

1. Who was Alexander Graham Bell? For what invention is Mr. Bell most noted? What year did Mr. Bell transmit the first human speech over a wire? What other technologies are based on this invention? Who is sponsoring the Alexander Graham Bell website? Why is this website important?

2. Direct students to generate a list of technological inventions that have influenced Western culture during this century, such as the printing press, cars and the assembly line. Have each student or group of students prepare a presentation about the history of one of the inventions. Who was the inventor? What inspired that person to create his/her invention? When was the invention introduced to the public? How has the invention impacted society? Following the students' presentations, have students describe what life would be like in their community if these inventions had never been created.

   EXTENSION: Challenge groups of students to invent a product or a tool. To facilitate this process, help each group identify a service need. Have each group present its idea to the class.

LINKS:
http://memory.loc.gov/ammem/bellhtml/bellhome.html

Newsroom Follow-up : Newsroom Follow-up

1. Why is Keiko the killer whale famous? Where is Keiko's new home? How has Keiko adjusted to his new surroundings? What are trainers doing to prepare Keiko for his return to the wild?
2. The "free Keiko project" has afforded the Free Willy Keiko Foundation the opportunity to educate the public about how important it is that we take care of marine mammals and the oceans. Why do you think the "free Keiko project" has generated such extensive public support? Have students refer to print and online resources to learn about the importance of ocean conservation. Why are our oceans in jeopardy? What will happen to marine life if these issues are not addressed? What can we do to reverse dangerous trends? Share student findings and discuss.

LINKS:
http://cnn.com/TECH/science/9809/10/keiko.01/index.html
http://www.keiko.org/home/
http://www.aquarium.org/keiko/index.htm

EDITOR'S NOTE:
Iceland
killer whale
leviathan
ocean conservation
Alexander Graham Bell
Library of Congress
inventing

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 12, 1999

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:50... 03:05
Top Story ... 02:35... 05:40
Poland joins NATO.

In the Headlines ... 02:05... 07:45
KOSOVO UPDATE

YOUR DAILY DESK ... 00:45... 08:30
Editor's Desk ... 02:10... 10:40
"One man's junk is another man's art" is artist Tyree Guyton's motto.

WORLDVIEW ... 00:25... 11:05
Cold War, Part I ... 05:25... 16:30
Europeans' fear of becoming victims in the Superpowers' Cold War "chess game" affects their views of military force today.

Cold War, Part II .:. 03:50... 20:20
Nine years after the occupation of Afghanistan, the war remains a sensitive issue for those Russians who fought there.

NEWSROOM CHRONICLE ... 01:00... 21:20
Mascot Update ... 00:25... 21:45
A North Carolina school board agrees to change the name of one of its high school mascots.

Artistry in Action ... 02:00... 23:45
The art director is an integral part of the movie making process.

Look Ahead ... 00:20... 24:05
March 19: Sudan Slavery

Rufus Wainwright ... 03:20... 27:25
CNN profiles musician Rufus Wainwright.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : NATO Expansion

1. What is NATO? When and why was NATO established? Why has NATO had to redefine its military purpose? What types of changes has NATO made since 1991?
2. What are the benefits and drawbacks to NATO embracing its former rival countries? How will joining NATO affect Poland? How will Poland's relationship with the European Union impact Poland's involvement with NATO? What possible problems might Poland's affiliation with NATO pose for neighboring nations that are not part of NATO?
3. Have students refer to print and online resources to learn about Poland's political history during the last 60 years. As a class, discuss why Poland was part of the Warsaw Pact for 50 years. How did the legacy of WWII affect Poland's political/diplomatic development?

LINKS:
http://cnn.com/ALLPOLITICS/1997/07/10/clinton.poland/
http://cnn.com/WORLD/europe/9903/02/PM-WatchingtheEast.ap/index.html
http://cnn.com/WORLD/9707/08/nato/index.html
http://cnn.com/SPECIALS/cold.war/
http://www.nato.int/

In the Headlines : In the Headlines

1. How many U.S. troops could be sent to Kosovo as part of the NATO peacekeeping operation? Why is the international community involved in the Kosovo conflict? Who is Slobodan Milosevic? Why has he refused to agree to the peace plan?
2. Does the Clinton administration need congressional approval to send troops to Kosovo? Explain. Do you think the House's decision to send U.S. troops to Kosovo will impact the upcoming peace talks? Explain. What problems might the U.S. encounter if U.S. troops participate in a Kosovo peacekeeping mission?
3. Divide your class into two groups. Have the students debate the following question: If the Serbs continue to reject the Western peace plan, should the U.S. respond by using diplomacy or by launching air strikes on Serbian targets? The websites listed below should provide helpful information about the background of the Kosovo conflict.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/03/11/kosovo.debate/
http://cgi.pathfinder.com/time/daily/special/kosovo/index.html

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EDITOR'S NOTE:
martial
peacekeeping force
Poland
NATO
Kosovo
contact group

YOUR DAILY DESK

Editor's Desk : "Junk Art"

1. Who is Tyree Guyton? Where is his "studio"? How would you describe the Heidelberg Project? What kinds of objects can be seen there? Why did Mr. Guyton create his art there? Why do you think he calls his art "medicine for the people"?
2. Why do residents want Mr. Guyton's art removed? How has the city taken action against the Heidelberg Project? Was Mr. Guyton given the opportunity to move his art before the demolition? Explain. Why do you think he chose not to move it? What action does he intend to pursue to stop the demolition?
3. Mr. Guyton claims that his art is attacked by some because he focuses on issues they don't want to acknowledge, such as child abuse and homelessness. Do you think this is an accurate assertion? Explain. Do you think the neighbors would react any differently if Mr. Guyton's art were displayed as paintings along the street? State your rationale.
4. Tyree Guyton says that his art is political expression and should be protected under the First Amendment. Residents of Heidelberg Street say they do not want to look out their windows and see what they think is junk and garbage. With whom do students agree? As a class, have students consult classroom resources for the text of the First Amendment to the U.S. Constitution, and have a volunteer read it aloud. Discuss students' interpretations of its meaning as it applies to this case. Then generate a class discussion about whether the right to free speech carries any limits. After the discussion, have students act as city officials and prepare brief speeches on whether or not Tyree Guyton should be allowed to keep his Heidelberg Project going.
5. Does your community have local ordinances regarding public displays like the one created by Tyree Guyton? Have students consult local authorities to find out what codes exist and what limits their community has placed on free expression. Discuss these limits and the reasons why they are often necessary, even in a democratic society.

LINKS:
http://www.heidelberg.org/tyreebio.html
http://cgi.pathfinder.com/time/magazine/1997/dom/970825/american.portrait_of_t.html

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EDITOR'S NOTE:
Heidelberg Project
blight
public property
First Amendment
injunction
demolition
political expression
Tyree Guyton

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. What happened at Greenham Common Airbase in November, 1983? Why did the U.S. send cruise

missiles there? How did Europeans, especially the Germans, react to this buildup of missiles on their soil? What did the U.S. do to reassure the Germans?

2. Explain how the British took up the role of "America's unsinkable aircraft carrier." Do you think this is was an accurate description? Explain. Who was "The Iron Lady"? How did she react to anti-nuclear protests that drew tens of thousands? According to ex-Foreign Secretary Lord Owen, why was the payback for her steadfastness "immense"? What has since happened to the missiles of Greenham?
3. What is the most recent conflict to face the European allies? How has British Prime Minister Blair stepped out of the role of "deputy" to the U.S. "sheriff" in this case? Besides Great Britain, what is Europe's other nuclear power? How did this nation aid Britain in attempting to solve the Kosovo crisis? How does this joint action illustrate a new way of thinking by both nations?
4. Generate a class discussion to review the change among European allies regarding their willingness to be protected by and follow the military actions of the U.S. Then ask students if, in light of this change, the U.S. should alter its military policy and presence in Europe. Direct students to work in groups to investigate the post-Cold War military in the U.S. Have each group prepare a written policy statement that responds to these questions: What should be the role of the U.S. military in European conflicts? Under what conditions, if any, should U.S. armed forces be deployed in Europe? Should the nuclear weapons be deployed by the U.S. in Europe? Why/why not? What role should European governments have in addressing conflicts within their continent? When and to what extent should U.S. armed forces serve under the command of NATO? Have each group present its statement and discuss the rationale for its views.

LINKS:
http://www.itn.co.uk/Britain/brit0914/091402.htm
http://www.washingtonpost.com/wp-srv/style/longterm/travel/stories/missile.htm
http://ac.acusd.edu/History/20th/coldwar6.html
http://www.comw.org/pda/opdfin.html
http://www.nap.edu/readingroom/books/fun/1.html

Cold War, Part II : Cold War, Part II

1. Who is Misha Mikhailov? What kind of ballads did he write in the battlefields of Afghanistan? How did his songs and those of his comrades in battle tell the story of the Soviet occupation in Afghanistan? Why were the tapes of these songs confiscated?
2. How does Misha feel about the war nine years after the Soviet withdrawal? What is "Black Tulip"? How has the song become the "anthem" of the Afghan War movement? Describe the effect this song has on those who remember the war.
3. Why did the Soviet Union send troops to Afghanistan? Have students work in groups to research the Afghan War and share their findings in class discussion. Who fought against the Soviets? What was the purpose of the Soviet occupation? How did the war end? After focusing on the answers to these questions, discuss how the war was perceived at home in the USSR as well as by the international community.
4. Some observers have compared the Soviet occupation of Afghanistan to the U.S. involvement in Vietnam. Direct groups of students to use the Internet and other resources to prepare side-by-side comparisons of these two Cold War conflicts. Have each group present its findings. How was each Superpower forever changed by its involvement in each conflict?
5. Your students can learn more about the Cold War by tuning in to CNN's documentary **COLD WAR**, each Sunday night at 8:00 p.m. ET. Teachers can locate free educator materials by going to the Turner Learning Cold War website at http://learning.turner.com/coldwar, or by calling

1-800-344-6219 in the U.S.

LINKS:
http://www.washingtonpost.com/wp-srv/inatl/longterm/afghanistan/overview.htm
http://www.seas.gwu.edu/nsarchive/CWIHP/BULLETINS/b8-9a12.htm
http://www.mtholyoke.edu/acad/intrel/rusafg.htm
http://www.cfcsc.dnd.ca/links/milhist/viet.html
http://www.bev.net/computer/htmlhelp/vietnam.html

EDITOR'S NOTE:
detente
rearmament
brokered
nuclear power
the Kremlin
Afghanistan
Soviet Union
deployed

NEWSROOM CHRONICLE

Artistry in Action : Artistry in Action

1. What are the responsibilities of a movie art director? Give examples of how an art director has influenced the outcome of a particular movie. Have students refer to the website listed below to learn more about the field of art direction and the movie industry. What skills and knowledge do you think an art director needs to possess to be successful?
2. Have students assume the role of an art director. Direct each student to select a scene from a book and create a diorama of how the scene could be depicted in a movie. Encourage students to use their imaginations and historical research to create their sets. Have students present their projects and discuss.

LINKS:
http://www.artdirectors.org/

Rufus Wainwright : Rufus Wainwright

1. Who is Rufus Wainwright? How did Rufus get started in the music business? For what type of music is Rufus noted? What instruments does Rufus use to write his songs?
2. Have students brainstorm a list of different musical styles, such as jazz, folk, rock and opera. Next, have groups of students define a musical style and research its history. Have each group present its findings by using examples of the music. Following the presentations have your class listen to Rufus Wainwright's music and identify the different musical styles reflected in his songs. Have students discuss how musicians of today are influenced by music of the past.

LINKS:
http://www.dreamworksrec.com/rufus/artist/rufus-artist.html

EDITOR'S NOTE:
Rufus Wainwright
baritone
falsetto
art director
production designer
movies

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 15, 1999

Want to know what NEWSROOM will feature in the next few weeks? Sign up here: http://lists.turner.com/cgi-bin/learning/lyris.pl?enter=cnrprog

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:20... 04:35
As the Kosovo peace talks begin round two, the fighting and the rhetoric intensify.

In the Headlines ... 02:05... 06:40
TALIBAN WILL SHARE POWER

YOUR DAILY DESK ... 00:50... 07:30
Environment Desk ... 02:00... 09:30
Natural predators may be the cure for a new wave of imported fire ants.

WORLDVIEW ... 00:30... 10:00
Top of the World ... 02:30... 12:30
Latin American bishops call for improved relations between the U.S. and Cuba.

Did You Know? ... 02:45... 15:15
Bangkok's government institutes a campaign to stop vehicle-related air pollution.

Wild Kingdom ... 03:35... 18:50
Most of the world's penguin species outside of Antarctica are on the decline.

Culture Watch ... 03:45... 22:35
Having whiter skin is becoming an increasingly popular beauty trend among Japanese women.

NEWSROOM CHRONICLE ... 00:30... 23:05
Our World ... 02:00... 25:05
Some schools are creating boys'- and girls'-only classes in an effort to boost student performance.

Special Series ... 02:30... 27:35
Music on the 'web means a shot at stardom for one New York band.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. What has happened in Kosovo since the peace talks adjourned last month? When are the talks scheduled to resume? Which side do observers believe is likely to sign the Contact Group's peace proposal? Why is the other side in this conflict so opposed to the plan? How are the Contact Group's mediators realistic about the chances for peace in the region? Why do many believe that unlike previous peace conferences that have taken place here, the Kosovo talks will not drag on for months?

2. According to the Serbian Deputy Prime Minister, "If NATO comes to Serbia uninvited they will be treated like any other aggressor or enemy." Read this quote to students, then generate a discussion about the Serbian view of the Contact Group's peace plan. Have students work in groups to research the Serbian position on Kosovo and the reasons why others want independence for Kosovo. Share group findings in class discussion. How could Serbia's view of NATO as an "aggressor" cause the conflict to escalate? How does a lack of willingness to sign the peace proposal on the part of Serbia put NATO in an awkward position?

3. In the video U.S. Ambassador Chris Hill talks about the difficult task of putting together a peace agreement and getting the parties to commit to it. Ask students if they have ever been mediators in a conflict, even a simple conflict, such as an argument between friends or younger siblings. How was the conflict resolved? As a class, brainstorm a list of steps mediators must take when trying to resolve a conflict. Review the list and discuss the factors that make mediation in Kosovo even more difficult.

LINKS:
http://cnn.com/WORLD/europe/9903/14/kosovo.02/index.html
http://www.nato.int/
http://www.klpm.org/
http://www.srpska-mreza.com/mlad/
http://www.serbia.net/

In the Headlines : In the Headlines

1. Who are the Taliban? In what country is this group the ruling force? Approximately how much of the country does the Taliban control? What powers has it agreed to share with its opposition? Who sponsored the peace talks that led to this agreement?

2. Although the Taliban controls the vast majority of Afghanistan, its presence has made international aid efforts for Afghanistan's people extremely difficult. Have students work in groups to learn more about the Taliban's control and how its emphasis on strict Islamic law has been cause for concern among the international community. Share group findings. Discuss how students think the international community should react when a country's religious, cultural or political doctrine results in violations of human rights.

LINKS:
http://cnn.com/WORLD/asiapcf/9903/14/afghan.02/
http://www.icrc.org/unicc/icrcnews.nsf/$$afghanistan?OpenView
http://www.un.org/plweb-cgi/idoc.pl?22+unix+_free_user_+www.un.org..80+un+un+webnews+webne

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EDITOR'S NOTE:
Contact Group

autonomy
mediator
aggressor
Taliban
I.C.R.C.
Islam
Afghanistan

YOUR DAILY DESK

Environment Desk : Fire Ant Killer

1. Why are some scientists asking people to think twice before exterminating domestic fire ant mounds? What is the natural prey for domestic fire ants? What keeps the domestic fire ant population under control? From where did the new, imported fire ants come? Why are they able to outcompete the domestic species?

2. What is the plan of action to reduce imported fire ant populations? Describe the process by which the imported flies consume their prey. What will happen to the imported fly population when the imported fire ant population is decreased? What could happen if they find another prey to consume? How long do scientists believe it will take for the imported flies to adapt to cooler temperatures? What will happen to imported fire ant populations in the meantime?

3. Have your students analyze predator - prey relationships by researching the natural predators and prey of the domestic and imported fire ants. Have them research both the natural prey of these fire ants, as well as insects and animals which prey upon them. Once they have a better understanding of the food chain surrounding both types of ants, have students prepare two line graphs.
    1. The first graph should compare the imported ant population and imported fly population over time. Both the ants and the flies should be represented by their own lines on the graphs, with the vertical (y) axis representing population amount and the horizontal axis (x) representing time.
    2. The second graph should compare imported ant population to domestic ant population over time. Students should consider the introduction of the imported ant's natural predator in making their graphs.

   Both types of ants should be represented by their own lines, with the horizontal (x) axis representing population number and the vertical (y) axis representing time.

LINKS:
http://fireant.tamu.edu/antfacts/
http://www.ceris.purdue.edu/napis/pests/ifa/imap/ifaall.html
http://www.ces.ncsu.edu/TurfFiles/pubs/insects/ag486.html

EDITOR'S NOTE:
predator
prey
imported
predator-prey relationship
fire ants
larva
Phorid fly

WORLDVIEW

Top of the World : Cuba Bishop Conference

1. Why was the meeting of Latin American bishops held in Cuba this year? Why was this meeting significant? What recommendations did the bishops make regarding U.S-Cuban relations? Why do you think the Catholic Church is promoting these political policies? Do you think the Pope can influence political relations between the U.S. and Cuba? Explain.

2. Have students refer to the websites listed below to investigate the history of U.S.-Cuban relations since the Cold War. What steps have U.S. and Cuba taken to improve their relationship since the Pope's visit to Cuba in January, 1998? Have these steps been effective? Explain.

3. To strengthen U.S.-Cuban relations the Pope has called for Cuba to become a more "tolerant nation." What does this statement mean? What can the Cuban government do to help better its relationship with the U.S.? Should the U.S. lift its economic embargo against Cuba? Why/why not? Have each student write a position paper in response to one of the following questions: Should the U.S. and Cuba have open relations? Is it possible for the U.S. and Cuba to reconcile their political differences? Have students present their papers and discuss.

LINKS:
http://hyperion.advanced.org/18355/index.shtml
http://www.infoplease.com/ipa/A0107443.html
http://cnn.com/SPECIALS/cold.war/

Did You Know? : Thailand Bangkok Traffic

1. What factors are causing Bangkok's growing air pollution problem? How is air pollution affecting the citizens of Bangkok? What are the national government of Thailand and the city of Bangkok's government doing to address this problem?

2. Have students refer to the websites listed below to learn more about how vehicle emissions affect the environment and the health problems caused by air pollution. Do you think the vehicle emissions checks will resolve the air pollution problem in Bangkok? Why/why not? What might happen if Bangkok does not diminish or resolve its air pollution problem?

3. Group students. Have each group select an industrial nation and investigate how its government deals with the issue of vehicle-related air pollution. Have each group present its findings. Direct each group to pretend it is an environmental consulting firm that has been hired to help the Bangkok government improve its air pollution campaign. Have each group prepare a letter to the government of Bangkok proposing strategies to enhance the government's air pollution cleanup campaign.

LINKS:
http://www.nectec.or.th/WWW-VL-Thailand.html
http://cnn.com/EARTH/9610/23/thailand.dirty.air/index.html
http://www.epa.gov/OMSWWW/omshome.htm

Wild Kingdom : Patagonia Penguins

1. Why are biologists concerned about the Magellanic penguins? Why is it important to keep the adult penguins alive? According to conservationists and scientists, what might be causing the decline in the population of adult Magellanic penguins? Why were the Japanese harvesting Argentine penguins? Why are the penguins along Argentina's coast being studied? Why is this study important?

2. Have students refer to the websites listed below to learn more about penguins. Divide your class into four groups to research how either mammals, birds, fish or humans threaten the penguins' survival. Have groups present their findings. Next, instruct each group to strategize ways that the international community can intervene to protect endangered penguins. Have each group share its ideas and discuss.

LINKS:
http://www.stemnet.nf.ca/CITE/penguins.htm
http://www.worldwildlife.org/

Culture Watch : Japan Makeup

1. What is the origin of "white face painting" in Japan? What products are Japanese women using to make their faces look "ghostly white"? What is the cultural significance of having white skin in Japan? Why might having whiter skin become even more popular as Japan heads into the millennium?

2. The standard of physical beauty differs among cultures. What factors do you think influence peoples' perception of beauty? Do you think pale skin is attractive? Why/why not? Why do you think some people place so much emphasis on physical beauty? Have students use multimedia resources, including the websites listed below, to learn about the history of suntanning and skin lightening. Compare and contrast the cultural significance of each activity.

3. Group students. Have each group use magazines, online resources and personal interviews to prepare a presentation about the standard of beauty for males and females within different cultures. Are the standards of beauty equal between males and females? Explain. Following the presentations, discuss how the standard of physical beauty for males and females differs from culture to culture.

LINKS:
http://www.dermcare.org/history.htm
http://webforce.nwrain.net/kabuki/makeup.html

EDITOR'S NOTE:
skin whitening
Japan
penguin conservation
Argentina
Bangkok
air pollution
economic embargo
Cuba

NEWSROOM CHRONICLE

Our World : Same Sex Classes

1. What approach is the middle school in the video taking in an effort to help students maximize their academic potential? According to the district's superintendent, what is the rationale for this approach? How will students be chosen to participate in boys'-and girls'-only classes? What are some views on this approach offered by parents and students in the video? Do you agree with any

of these opinions? Explain.

2. Ask students to speculate as to how students, teachers and parents at this California middle school will feel about same-sex education at the end of the next school year. Do they think the classes will be successful in helping students achieve academically? Do they see any downsides to same-sex education that were not addressed in the video? Is this an approach that students would like to see at their school? Discuss.

3. Ask students to consider other things schools are doing in an attempt to improve the quality of education for their students. Lead a class brainstorming session to generate a list of these things (i.e., school uniforms, "block" scheduling, year 'round school) and write the list on the board. Group students. Direct each group to choose one item from the list and conduct research to discover the pros and cons of this approach. Challenge groups to determine, if possible, where the approach is being implemented and whether/to what extent it has been successful. Have each group make a formal presentation of its findings. Would any of these ideas be worth consideration at your school?

LINKS:
http://www.mommytimes.com/poll1196.htm
http://www.edweek.org/ew/vol-14/25nj.h14
http://www.denverpost.com/opinion/edit0802b.htm

Special Series : Web Music Revolution, Part I

1. How have the "Fire Ants" become "commandos" in an Internet music revolution? What is MP3? How has this technology enabled the band to reach fans who might have no idea who the "Fire Ants" are?

2. What advantages does MP3 technology offer music lovers who surf the 'Net? How does the technology benefit bands like the "Fire Ants"? Are there any downsides to MP3? Explain.

3. The technology of music reproduction has come a long way in a very short time. Have students interview older family members to find out how they used to listen to their favorite music. If possible, have students bring in some of these devices (such as transistor radios, 8-track tapes) and explain how they work. Ask students to share their interviews and the devices they were able to bring to class. Challenge each student to write a brief essay offering his/her predictions for the future of music technology. How do they think their grandchildren will experience music?

LINKS:
http://www.mp3.com/aboutus.html
http://www.trinetcom.com/riaa/release/index.html
http://www.techserver.com/newsroom/ntn/info/081298/info5_783_noframes.html
http://www.techweb.com/se/directlink.cgi?EET19990308S0060

EDITOR'S NOTE:
intimidate
distracted
pilot program
MP3
digital technology
download
compression
bootlegging

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 16, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:05... 02:20
Top Story ... 04:25... 06:45
Ethnic Albanian Kosovars agree to sign the peace accord, while Serbs stand firm on their rejection of NATO troops as part of the deal.

YOUR DAILY DESK ... 01:10... 07:55
Health Desk ... 01:45... 09:40
In California, the enforcement of a mandatory safety belt law is saving lives.

WORLDVIEW ... 00:30... 10:10
Top of the World ... 01:50... 12:00
Thailand and Cambodia establish an organization to rid their nations' border of land mines.

Inside Europe ... 02:40... 14:40
Tensions between Spain and Britain mount over Gibraltar.

Taking Care of Business ... 02:40... 17:20
Cuba's economy is becoming increasingly dependent on tourism, but the economic benefits are not being felt by its people.

Did You Know? ... 01:55... 19:15
Japanese scientists discover gold in underwater volcanoes.

NEWSROOM CHRONICLE ... 01:05... 20:20
Teens and AIDS ... 02:50... 23:10
Teens with AIDS face a brighter prognosis now than at any time in the past.

Look Ahead ... 00:25... 23:35
Friday: Sudan Slavery

Special Series ... 03:15... 26:50
Internet technology gives birth to a new kind of portable music.

CNN NEWSROOM CLOSE ... 01:10... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. Why is there a renewed sense of pressure on the Serbians? What are the major points of the agreement that ethnic Albanian Kosovars have accepted? Of these points, which has Serbia flatly rejected? Why?

2. How does the Albanian-Kosovar acceptance of this agreement give the Contact Group "leverage" over the Serbs? Does their acceptance mean that the Kosovars will give up their quest for an independent Kosovo? Explain. How did Serbian negotiators react to the Kosovar acceptance of the peace plan?

3. Explain how Serbia is using its media to whip up "anti-NATO sentiment" on different levels. What political and military signals lead many to believe that tensions in this region will rise even further? What is Belgrade threatening to do if NATO troops are deployed?

4. In the video we learn that Serbia's state-run television is promoting anti-NATO, pro-Serbia, messages. Review the video with students and have them cite specific instances where these messages are being conveyed to the public. Next, direct students to locate a definition for the word "propaganda," and share the definition with the class. Are the Serbs engaging in propaganda? Do other governments engage in propaganda? Challenge each student to search online and other resources to find one example of government-issued propaganda and share it with the class. In each case, was the government's attempt at promoting a cause or idea effective? Do students think the Serbian government's message is having an impact on its citizens? Discuss.

LINKS:
http://cnn.com/WORLD/europe/9903/15/kosovo.04/
http://cnn.com/WORLD/europe/9903/15/BC-Kosovo-Chronology.ap/index.html
http://www.vm.ee/nato/usa/state/s981027b.htm

EDITOR'S NOTE:
alibi
interim
resolute
conscript
anti-NATO sentiment
Macedonia
Belgrade
hard-line

YOUR DAILY DESK

Health Desk : Seat Belt Success

1. What is the leading cause of death for all children in the U.S.? How many states in the U.S. enforce a mandatory safety belt law? What is the State of California doing to enforce this law? Have these efforts been successful? Explain.

2. Do you buckle up when you are riding in a car? Why/why not? Does your state have a mandatory safety belt law? In your opinion, why don't all U.S. states have mandatory safety belt laws? Do you think the government should regulate the use of safety belts? Why/why not?

3. Why is the use of safety belts considered a public health issue? Have students refer to the websites listed below to learn more about the importance of safety belts and the pros and cons of mandatory safety belt laws. Divide your class into two groups to debate whether or not school buses should be equipped with seat belts, and students should be made to wear them.
4. Have groups of students use multimedia resources, including the websites below, to investigate nonfatal injuries that are associated with car accidents. What are the physical and psychological effects of these injuries? Have groups present their findings. Have the class use what it has learned to orchestrate a "buckle up" campaign at your school.

LINKS:
http://www.nsc.org/partners/pcp.htm
http://www.nsc.org/airbag.htm
http://www.nsc.org/traf/sbc.htm
http://www.injuryfree.org/pssngr.htm
http://www.nhtsa.dot.gov/

EDITOR'S NOTE:
safety belt law
g-force
compliance rate
unrestrained

WORLDVIEW

Top of the World : Cambodia Land Mines

1. How many land mines are believed to be remaining on the Thai-Cambodian border? How many people have been maimed or killed as a result of these land mines? When and why were these land mines planted? What is the purpose and significance of the Thai-Cambodian Mining Action Center?
2. Have students refer to multimedia resources, including the websites listed below, to learn about the international community's efforts to clear and ban the use of land mines. Group students. Have each group prepare a presentation about one of the following topics: A description of land mines and their uses, the social cost of land mines, countries that have problems with land mines, countries that plan to ban land mines, or countries that produce, export and use land mines. Following group presentations, have each group write a letter to one of the organizations listed in the links below. These letters should demonstrate the students understanding of land mines issues and their support for eliminating land mines.

LINKS:
http://www.un.org/Depts/Landmine/
http://humanrights.miningco.com/msub28.htm?rf=mt&COB=home
http://www.peaceday.org/ladydi.shtml

Inside Europe : Gibraltar Dispute

1. Where is Gibraltar located? What is the historical significance of the recent fishing dispute between Spain and Britain? Why does Spain want to retrieve Gibraltar? How do the majority of Gibraltar's citizens feel about being a British colony? How has Spain responded to the fishing dispute? What are the potential repercussions of these actions?

2. Have students refer to the websites listed below to research the political history of Gibraltar during the last 300 years. What is the Treaty of Utrecht? According to the treaty, does Spain have a right to retrieve Gibraltar? Explain. Why is Britain reluctant to give up control of Gibraltar? Why do you think the majority of Gibraltar's citizens do not want Gibraltar to return to Spain? Do you think it is important that Britain and Spain resolve the Gibraltar sovereignty dispute? Explain.

3. Divide class into three groups: Britain, Spain and a committee representing the European Union. Have the groups representing Britain and Spain prepare position papers defending their country's right to control Gibraltar. Have each group present its paper to the EU committee. Encourage committee members to challenge the various arguments. Direct the EU committee to identify the most compelling arguments and to issue a ruling.

LINKS:
http://www.gibraltar.gi/
http://cnn.com/WORLD/europe/9903/04/BC-FEA-GibraltarDispute.ap/

Taking Care of Business : Cuba Tourism Dollars

1. How much money did Cuba generate as a result of tourism last year? What measures has the Cuban government taken to enhance its tourism industry? What is Cuba's form of government? How is the government using its tourism revenue? What is the "trickle down theory"?

2. How is tourism affecting Cuban citizens? According to the video, "Cuba is growing increasingly dependent on tourism." What are the potential economic and social benefits and drawbacks of this trend? Have students research the impact of tourism in Cuba before Fidel Castro came into power. How and why did the Cuban tourism industry change after Fidel Castro assumed power? How have these changes affected the quality of life for Cuban citizens?

3. Group students. Direct each group to research the significance of tourism in different island nations, such as Greece, the Dominican Republic and Jamaica. How have these nations economically prospered as a result of tourism? Where would these nations be without tourism? Is there anything Cuban officials could learn from the tourism businesses in these countries? Discuss.

LINKS:
http://www.unipr.it/~davide/cuba/HomePage.html
http://hyperion.advanced.org/18355/index.shtml
http://www.infoplease.com/ipa/A0107443.html

Did You Know? : Japan Gold

1. Where in Japan was gold recently discovered? How did Japanese scientists detect the presence of gold? What other precious metal was discovered at the site? What obstacles might prevent these ores from being mined?

2. Have students refer to print and online resources to learn about the origin of gold and the environmental and cultural impact of gold mining. Next, have students refer to the websites listed below to learn about underwater mining and its potential impact on the environment. Have students write a position paper about whether the Japanese underwater volcanoes should be mined. Have students consider both economic benefits and environmental liabilities.

LINKS:
http://www.aist.go.jp/
http://www.diveweb.com/offshore/features/uw-sp98.01.htm

http://www.cmc-ocean.org/
http://www1e.btwebworld.com/mining-journal/index.htm
http://comptonsv3.web.aol.com/ceo99-cgi/article?'fastweb?getdoc+viewcomptons+A+5742+20++gold'

EDITOR'S NOTE:
tourism
"trickle down" theory
Gibraltar
sovereignty dispute
Japan
underwater mining
land mines
Cambodia

NEWSROOM CHRONICLE

Teens and AIDS : Teens and AIDS

1. What is HIV? What is the difference between having HIV and having "full-blown AIDS"? What was the prognosis for children with full-blown AIDS a few years ago? Why are these children living longer now? How has the AIDS epidemic changed over the past several years?

2. How did Angie Suarez contract AIDS? What must she do now in order to lead a healthy life? How did her mother react when she was told years ago about Angie's condition? What does Angie think about her own future?

3. Group students and challenge each group to explore one aspect of what has become known as the AIDS pandemic. Have each group choose one of the following questions to research:
    1. What is HIV, how is it contracted, and how does it affect the human body?
    2. What new treatments are helping individuals with full-blown AIDS live longer, healthier lives?
    3. What organizations are helping to create an awareness of AIDS and raise money for research and how do they go about this task?
    4. What does the future hold for treatment of AIDS and a possible cure?

    Hold an "AIDS Awareness Day" in your class and have each group make a formal multimedia presentation of its findings.

LINKS:
http://www.pedaids.org/
http://www.hivpositive.com/f-Women/9-Kids/9-pediatric.html
http://www.hivdent.org/publicp/ppadfsntc0298.htm
http://204.179.124.69/network/index.html

Special Series : Web Music Revolution, Part II

1. What is the Rio? How does it work? What are some of the Rio's advantages over other types of portable music devices? Do you think it has any disadvantages? Explain.

2. Where do listeners get the music they need for the Rio? What is "bootleg" music? How have record companies reacted to online piracy? What did the industry do when the Rio was first introduced? Do you think the record industry has reason for concern when it comes to the Rio and MP3 devices? Why/why not?

3. Although Rios are selling well, there will always be some consumers who will not buy them because of price, or because they are more comforable with their CD players and not used to the new digital music technology. Group students, and challenge each group to come up with a new design for a digital music player. Have each group draw its device and label its features on a piece of poster board. Then direct each to present its digital player to the rest of the students, who will act as "consumers" in a "test market." After each presentation, ask students to consider whether they might buy this product if it were offered on the market, and the rationale for their decisions. Discuss the psychological obstacles marketers must consider when preparing to introduce a new product to the buying public.

LINKS:
http://harmony-central.com/Newp/1998/Rio-PMP300.html
http://www.mp3.com/
http://www.diamondmm.com/products/tech-specs/rio-ts.html
http://www.wired.com/news/news/mpthree/

EDITOR'S NOTE:
full-blown AIDS
pediatric AIDS
blood transfusion
immune system
Rio
digital music
compressed file
memory card

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 17, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:10... 02:25
Top Story ... 02:20... 04:45
E.U. Commissioners resign under a cloud of allegations.

In the Headlines ... 02:50... 07:35
DOW HITS 10,000; CLOSES LOWER

YOUR DAILY DESK ... 01:00... 08:35
Business Desk ... 03:05... 11:40
The music revolution on the web has created opportunities for those who engage in pirating.

Business Desk Extra ... 02:30... 14:10
A new ad campaign creates controversy as it features a song made popular by a band that said it would never "sell out."

WORLDVIEW ... 00:30... 14:40
Top of the World ... 02:40... 17:20
South Korea offers amnesty to North Korean spies, but North Korea refuses to reciprocate.

Political Front ... 02:30... 19:50
The international community pledges more aid for Cambodia.

Inside Russia ... 03:10... 23:00
The U.S. and Russia establish a Y2K center to avoid a nuclear exchange.

Artistry in Action ... 01:25... 24:25
An unusual art exhibit displays religious images with the goal of promoting love and respect.

NEWSROOM CHRONICLE ... 00:35... 25:00
Washington Portraits ... 02:10... 27:10
The many portraits of George Washington can be viewed at a new exhibit.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : E.U. Commission Collapse

1. What charges are being leveled against the European Union Commissioners by a recent investigative report? How has Commission President Jacques Santer responded to the allegations? Are the nations of the E.U. in agreement over how to handle this crisis? Explain.

2. What is the European Union and why was it formed? Have students work in groups to research the purpose and function of the E.U. Share group findings in class discussion. What issues are the focus of the E.U.? Do students think the formation of this body was a good idea? Do students think this crisis will have a long-term effect on the E.U. or simply make Europeans aware of the Union's "growing pains"? Discuss.

3. The creation of the European Union was an exercise frought with dissention. Citizens in many European nations opposed the idea on the grounds that they would lose their national identities. How do students think both pro-and anti-E.U. interests are dealing with the results of the investigative report? Have students locate a list of the member nations of the E.U. and have each choose one nation. Assist each student in searching online and other resources to find out how the treaties that led to the Union's formation were received in each nation. Then have each student write an editorial that might appear in a newspaper in his/her chosen country describing the writer's reaction to the crisis in the E.U. Commission.

LINKS:
http://europa.eu.int/index-en.htm
http://europa.eu.int/abc-en.htm
http://cnn.com/WORLD/europe/9903/16/eu.commission.02/

In the Headlines : In the Headlines

1. What is the Dow Jones Industrial Average? Why is it significant that the Average hit the 10,000 mark? What other indexes monitor stock activity in the U.S.? Why is the Dow Jones the benchmark among these indexes?

2. According to some financial analysts, how does the human brain play a key role in the psychology of investing? What is the result of the "herd mentality" that many investors often follow? In what way was yesterday's 10,000 benchmark reflective of the current economic climate in the U.S.? What could investors do to the market now that the magic number has been reached? What do you think will happen next? Why?

3. In the video we are told that the Dow "remains the index many look to to gauge the temperature of the U.S. economy." Have students consult the second website below to view a graph of the Dow's ups and downs since January 1972. Direct students to note approximate times when the market rose throughout this period. Then divide students into groups, and have each choose one period to research. What was the economic climate in the U.S. at that time? Have groups share their findings in chronological order. Discuss whether the Dow accurately gauged the temperature of the U.S. economy in each instance.

LINKS:
http://www.cnnfn.com/markets/9903/16/marketwrap/
http://www.cnnfn.com/markets/9903/16/marketwrap/timeline.jpg

EDITOR'S NOTE:
European Union
commissioner

Jacques Santer
indicators
correction
NASDAQ
S&P 500
Dow Jones

YOUR DAILY DESK

Business Desk : Cyber-Pirates

1. How are the college students in the video taking advantage of MP3 technology to increase their music collections? What is bootleg music? Why are the recording companies trying to stop bootlegging?

2. Why do you think that some people who would not shoplift a CD are willing to download the contents of that same CD in the privacy of their own homes? How do some in the recording industry feel about this kind of activity? Do all artists condemn it? Explain. If you were a musician, artist or writer, how would you feel about bootlegging? Why?

3. As we are told in the lead to this story, musical recordings fall under the category of "intellectual property," and are protected from unauthorized reproduction by law. Inform students of this fact and ask them why they think the federal government as well as international organizations have laws to protect intellectual property. Then have students work in groups to learn more about what is being done to protect intellectual property on the U.S. and international front. Discuss the purpose of copyrighting and how U.S. and international agencies address the issue of unauthorized reproduction.

4. The Recording Industry Association of America is a strong lobby for anti-piracy legislation. Have students consult the Internet and other resources to learn more about what this group and the rest of the music industry are doing to stop music piracy. Next, have students consult the Internet to find out what federal legislation is being considered in the copyright realm. Share student findings. Do students think these legislative efforts will be effective in stopping music piracy? Why or why not? Challenge groups of students to draft model legislation aimed at protecting artists from illegal copying of their work.

5. Direct students to locate copies of the U.S. Constitution, and read Article 1, Section 8, which defines powers delegated to Congress. Clause 8 addresses Congress' role in the protection of ideas "to promote the progress of science and useful arts..." Why do students feel the framers of the Constitution gave this power to Congress? Generate a class debate on the question: In a truly free market, should the government step in to protect the ideas and activities of artists and inventors?

LINKS:
http://www.usl.edu/Publications/Vermilion/96_10_04/page_29.html
http://www.cnet.com/Content/Tv/Stories/Piracy/
http://www.riaa.com/musicleg/ml_fed.htm
http://thomas.loc.gov/cgi-bin/query/r?c105:copyright::
http://www.wipo.org/eng/main.htm

Business Desk Extra : Business Desk Extra

1. What band originally recorded the song "Superman"? Who has made it popular in recent years? What company is using it in its advertising? Why has the use of the song generated "hate mail" from some of R.E.M.'s fans and criticism from others?

2. Is R.E.M. the band performing this song in the commercial? What evidence supports the band's claim that it has not "sold out"? How has the ad agency that created the commercial responded to claims that it is cashing in on R.E.M.'s integrity? What do band members think of this situation?

3. Throughout the years many popular songs have been used to sell products, but as we have learned in today's Business Desk, music is protected as intellectual property. What must advertisers do if they wish to associate a song with a product?
    1. Divide students into groups, and tell members of each group that they are part of an ad agency team. Direct groups to research the guidelines and regulations advertisers must consider when proposing to use another person's song in their ads (the websites below should be of assistance.)
    2. Then have each group either create or choose a product and pick a popular song that they think will help sell the product.
    3. Challenge each group to use what it has learned to draft a proposal to the person/people holding the rights to that song in order to secure permission for its use.
    4. Have each group present its proposal.

   Discuss the pros and cons of this approach to marketing. Ask students: If you held the rights to this song, would you allow it to be used to endorse this product? If not, why not? If so, what financial arrangements and ownership rights would you expect?

LINKS:
http://www.degrees.com/melon/archive/songs.html
http://www.ascap.com/artcommerce/money-commercials.html

EDITOR'S NOTE:
intellectual property
copyright
digital music
MP3
bootleg
ad campaign

WORLDVIEW

Top of the World : North/South Korea Prisoners

1. How many North Korean prisoners were recently given amnesty? Why were these individuals imprisoned? What is the longest sentence ever served by a political prisoner? Based on what you have seen in the video, do you think his treatment was fair? Explain. Who is taking care of the North Korean prisoners while they are in South Korea?

2. Why do you think President Kim Dae-Jung released the North Korean prisoners? North Korea denies having South Korean prisoners of war. If the North Korean government continues to deny the existence of South Korean prisoners of war, do you think President Kim Dae-Jung should allow the North Korean prisoners to return to North Korea? Why/why not?

3. Have students refer to multimedia recourses, including the websites listed below, to learn about the history of the Korean War and post-war Korea. Discuss the political, economic and societal differences between these two nations. Have political relations changed between North and South Korea since 1945? What does this story about the North Korean prisoners reveal about the nature of current relations between the two Korean nations?

4. Have your students research their government's policies regarding the punishment of convicted spies and political prisoners. Discuss student findings. Do students think the consequences for these offenses are appropriate? Why/why not?

LINKS:
http://coombs.anu.edu.au/WWWVL-AsianStudies.html
http://violet.berkeley.edu/~korea/koreanwar.html
http://www.historychannel.com/
http://cnn.com/WORLD/asiapcf/9903/07/Koreas-PrisonerSwap.ap/index.html

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Political Front : Cambodian Aid

1. Why is Cambodia dependent on international aid? Why did the international community cut off aid to Cambodia? Why has the international community recently decided to give five hundred million dollars in aid to Cambodia?
2. Why do you think Japan and the international community are providing extensive aid to Cambodia? What are Cambodia's key reform issues? Do you think the international community should impose domestic reforms as a stipulation of providing aid? Why/why not?
3. Have students refer to print and online resources to learn more about Cambodia's political history since 1975. Have students refer to the the third website to research the U.N. Declaration of Human Rights, and how these rights have been violated in Cambodia. Next, direct students to debate whether or not the U.N. and other international organizations should continue to aid Cambodia. Have students consider what might happen if Cambodia does not receive this assistance.

LINKS:
http://iias.leidenuniv.nl/wwwvl/southeas/cambodia.html
http://www.cambodia.org/
http://www.un.org/rights/

Inside Russia : Russia Millennium Bug

1. What is the Y2K problem? How is this problem affecting Russia's early warning defense system? What are the U.S. and Russia doing to address this problem? Why are their efforts historically and politically significant?
2. Why do you think Russian and American opinions about the severity of the millennium bug problem differ? What do you think could happen if the early warning defense system problem is not resolved? Should America be responsible for monitoring the transition of Russia's early warning defense system situation? State your rationale.
3. Have each student write a short story that focuses on two characters, one Russian and one American. In the story, students should describe what each character experiences during the day of January 2, 2000. Encourage students to express what they think will happen as a result of the Y2K problem: Will there be global catastrophe or international inconvience? Have students share their stories and discuss whether they believe the Y2K problem will change their lives.

LINKS:
http://cnn.com/TECH/computing/9902/22/russia.millennium/index.html
http://cnn.com/TECH/computing/9903/04/ameruss.y2k.idg/index.html
http://www.bbc.co.uk/education/cdb/bug/index.shtml

Artistry in Action : Artistry in Action

1. What is the purpose of the art exhibit seen in the video? What type of art form does the artist use to convey his message? Do you think this exhibit is provocative or respectful? Explain.
2. Religion and spirituality are common themes in art. Have each student use multimedia resources to prepare a presentation or paper about a particular piece of religious art. Direct each student to identify the historical and cultural context of his/her piece. What does the artwork reveal about the religious beliefs of the artist or society? Why is the piece significant? Has the meaning or significance of the piece changed over time? Explain. How did society respond to the artwork when it was first displayed? Is the piece considered controversial? Explain.

LINKS:
http://www.smc.qld.edu.au/relart.htm

EDITOR'S NOTE:
amnesty
Russia
international aid
Y2K
Cambodia
political reform
political prisoner
religious icons

NEWSROOM CHRONICLE

Washington Portraits : Washington Portraits

1. Why are there so many portraits of George Washington? Who usually commissioned these portraits? Who is Gilbert Stuart? Why did he call his portraits of Washington his "hundred dollar bills"? What is the irony here?
2. Whose help did Rembrandt Peale enlist when painting George Washington's portrait? How would you describe this portrait? How does it compare to the one done by his father, Charles Willson Peale?
3. In the days before the camera, how could an artist's interpretation of a person's likeness give insight into the person's character? Challenge students to find pictures and paintings of George Washington and other notable people from the Federal Period in U.S. history and share these with the class. Discuss how what was captured on canvas presented more than a simple likeness of the artist's subject.

LINKS:
http://www.nga.gov/collection/gallery/gg60a/gg60a-main1.html
http://www.libertynet.org/pahist/peale.html
http://www.earlyamerica.com/lives/gwlife/portrait.html
http://www.whitehouse.gov/WH/glimpse/tour/html/east-gwportrait.html

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EDITOR'S NOTE:
George Washington
Gilbert Stuart

portrait
Charles Willson Peale

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 18, 1999

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:00... 06:15
Paris negotiators "go through the motions" as the fighting continues in Kosovo.

YOUR DAILY DESK ... 00:50... 07:05
Science Desk ... 01:35... 08:40
A new electronic tongue can identify the chemical composition of liquids and solids.

Science Desk Extra ... 02:30... 11:10
Daimler Chrysler unveils a fuel cell electric car.

WORLDVIEW ... 00:35... 11:45
Top of the World ... 03:00... 14:45
Slovakia faces political and economic challenges as it transitions to a democratic government.

Inside North America ... 05:40... 20:25
CNN takes a look at several immigrants who became successful American entrepreneurs.

Check It Out! ... 00:50... 21:15
Iditarod Winner!

NEWSROOM CHRONICLE ... 01:00... 22:15
Mall School ... 02:30... 24:45
Converting commercial space to classrooms works for one California school district.

Special Series ... 02:25... 27:10
Some artists see the web as a new frontier for offering their music.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. In what way are mediators at the Paris peace talks "simply going through the motions"? Who is ready to sign the agreement? Which side is no longer negotiating? Describe how the talks are now at a crucial juncture.
2. What will happen if the mediators cannot convince the Yugoslav Serbs to change their hardline positions? Why will the ceremony for the peace treaty be a meaningless one? Meanwhile, what has been happening in the hills of Kosovo? Why has this done little to advance the spirit of the peace talks?
3. What is NATO's front line weapon in its intelligence-gathering over Kosovo? What kinds of images is it sending back? In spite of this evidence, why is the NATO presence on the border just a peacekeeping effort?
4. Ask students: If there is no peace agreement, what will NATO's role be in the region? By whom will NATO be seen as "aggressors"? Group students. Have each search the Internet and other resources to learn more about NATO's role in the Kosovo Crisis and why one side sees it as the aggressor. Share student findings. Discuss the meaning of the term "sovereignty" and why Serbia feels its sovereignty would be violated if NATO troops are in Kosovo. Have each student write a position paper in response to the question, "Is NATO's presence in Kosovo a violation of Serbian sovereignty, or is it justified in response to the situation there?"

   EXTENSION: Have students share their papers. Generate a class discussion on the topic of sovereignty vs. international intervention. Under what general circumstances, if any, should international troops be sent to invade a nation during a civil conflict?

LINKS:
http://cnn.com/US/9903/17/state.kosovo/
http://www.iwpr.net/
http://www.nato.int/
http://www.serbia-info.com/
http://www.kosova.com/r990317a.htm

EDITOR'S NOTE:
cease-fire
reconnaissance
intelligence
offensive

YOUR DAILY DESK

Science Desk : Electronic Tongue

1. For what purpose was the electronic tongue originally intended? Why do you think it is necessary to do this? Why can't they use human tasters for this purpose? How do you think this information might be used? Describe how this invention could help make drinking water safer.
2. Describe the structure and function mechanism for the electronic tongue. How are the "taste buds" held in place? What are additional purposes now being proposed for the electronic tongue? What advantages and disadvantages do you think the electronic tongue might have over chemical tests to determine cholesterol and sugar content in human blood?

3. Challenge your students to research how the human tongue works and compare it to the new electronic tongue. Have students draw two diagrams showing how both tongues work and that identify their basic structures. Under their diagrams have students provide a detailed explanation of how both tongues work. Have students share their work and discuss the practical applications for other electronic replicas of human sensory organs which are currently under development such as human eyes and ears.

LINKS:
http://www.utexas.edu/admin/opa/oncampus/oc980929/oc-researchers.html
http://KidsHealth.org/kid/somebody/tongue.html
http://www.innerbody.com/image/nerv12.html

Science Desk Extra : Science Desk Extra

1. What are some advantages of the new Daimler Chrysler fuel cell car? What are some of its disadvantages? How is the car powered? Where is this fuel cell technology currently being used, and in what capacity? Do you think this technology marks the beginning of the end for the internal combustion engine? Why/why not?
2. Assist groups of students in conducting research to learn more about fuel cell technology and how it works. The second website below should be of assistance. Share group findings. Do students think there are any downsides to this technology? Do they think consumers will readily accept it to power their cars? Discuss.
3. Challenge groups of students to come up with their own ideas for zero-emissions vehicles of the future. Encourage creativity as groups design the cars they think they will be driving 50 years from now. Have each group draw and label its car of the future on poster board, explain how it is powered and what advantages it offers over the current gasoline powered engine.

LINKS:
http://cnn.com/NATURE/9903/17/fuel.cell.car/
http://www.fuelcells.org/fuel/index_e.shtml

EDITOR'S NOTE:
acid
base
molecule
silicon
cholesterol
connoisseur
methanol
internal combustion engine

WORLDVIEW

Top of the World : Slovakia Outlook

1. When did Slovakia gain independence from Czechoslovakia? Why was Slovakia relegated to the second tier of applicants for membership to the European Union? Why does Slovakia want to join the E.U. and NATO?

2. Why do you think Western governments are enthusiastic about Slovakia's decision to establish itself as a democratic, economically competitive nation? Do you think that establishing ties with the West is the best way for Slovakia to achieve economic and political stability? Explain.

3. Have students refer to the first website below to learn about the political and economic changes Slovakia must make to compete with Western nations. Discuss the differences between a communist and a capitalist economy. Ask students: Do you think Slovakia will encounter obstacles as it transitions to a democratic, free-market economy? Do you think Western nations, including the E.U. should aid Slovakia during its transition? Why/why not?

LINKS:
http://www.slovensko.com/
http://cnn.com/WORLD/europe/sites.html

Inside North America : Immigrant Entrepreneurs

1. Why did each of the individuals profiled in the video emigrate to the U.S.? What types of adjustments and challenges did these individuals deal with when they came to the U.S.? What is an entrepreneur? How did the immigrant experience help these people to become successful entrepreneurs?

2. Why do you think many people consider America to be "the land of opportunity"? What does it mean to have "economic, religious, and political freedom"? Give examples. How have immigrants influenced the evolution of the U.S.? How do you feel about people emigrating to the U.S.? What are some of the societal benefits and drawbacks associated with immigration? If there are students in your class that come from other countries, ask them to share their experiences.

3. Direct each student to research and create a family tree, noting when and under what circumstances his/her ancestors came to the U.S. -OR- Have each student interview an older family member who can provide general information about the family's heritage. Have students share their findings. As a class, create a map and mark the countries of origin of the students' ancestors. Group students. Have each group prepare a presentation about the history of one of the countries, and why some of its people emigrated to other nations.

4. Have each student write a story about what it would be like if he/she were to move to another country, where the language and social customs were different. Direct students to consider how they would take care of their basic needs. How would they communicate? How would local people respond to them? What do they think it would feel like to go through this experience?

LINKS:
http://www.pbs.org/wnet/mix/immigrants/istation/ishome.htm
http://www.iom.int/

EDITOR'S NOTE:
Slovakia
European Union
NATO
democracy
emigrate

immigrants
America
entrepreneur

NEWSROOM CHRONICLE

Mall School : Mall School

1. How is the new school in Pomona, California somewhat unconventional? What existed in this space before the school district bought it? How has a mall setting proved useful as a school environment in this case? How has the school improved the area? What other sites are on the drawing board as possible school locations?

2. What challenges do school districts face as the populations they serve continue to grow? How do they select sites for new schools? Direct groups of students to consult the Internet (the websites below should be helpful) and other resources to learn more about the challenges growing school districts face. Then challenge each group of students to locate a site for a new school within their district. If the site is undeveloped land, have groups consult municipal records to locate the parcel, determine its size, ownership, its approximate market value and whether the site had been home to any business in the past. If the site is an existing building, have groups determine its ownership, approximate market value, and the former function of the building. Then have each group present its information in a detailed report and discuss whether it would be a good investment for the school system.

LINKS:
http://www.sptimes.com/Hillsborough/50198/Gun_range_gets_look_a.html
http://www.jacksonville.com/tu-online/stories/120297/2b1Nhood.html
http://www.cd.columbus.oh.us/news/newsfea2/oct97/skl1028.html

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Special Series : Web Music Revolution, Part IV

1. How are the Cherry Poppin Daddies and Dar Williams different, musically speaking? How does each perceive the Internet as a music source? Why do you think some artists feel they have to "go through mine fields...just to reach the listener"? How might digital delivery of music over the 'Net change that?

2. From a business perspective, if music could be retrieved cheaply via the Internet, who would lose? How could the evolution of web music change the rules of music recording? Do you think there would still be a market for conventional recordings (CD's, tapes) if inexpensive recordings were available on the Internet? Why/why not?

3. Present groups of students with this question: If you were record company executives concerned about the future of your business, how would you address the issue of music on the Internet? Give groups ample time to come up with some options and decide on one strategy. Groups may want to consider such strategies as reducing the price of CD's and tapes, creating websites of their own for downloading music for a fee, or diversifying their business to include web consulting for musicians. Have each group present its business plan for the future of recorded music. Do students think the recording industry should resist the online music trend or adapt to it?

LINKS:
http://www.music.indiana.edu/music_resources/
http://www.iuma.com/

EDITOR'S NOTE:
commercial space
urban
mall setting
hazardous material
artistic freedom
MP3
genre
digital delivery

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CNN NEWSROOM Guide

March 19, 1999

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45... 02:00
Top Story ... 04:30... 06:30
-China responds to allegations of espionage.
-U.S. policy toward China has always been a political football.

In the Headlines ... 01:35... 08:05
KOSOVO'S ALBANIANS SIGN PEACE PLAN

YOUR DAILY DESK ... 00:55... 09:00
Editor's Desk ... 01:50... 10:50
In the last decade, talk radio has become a competitive force in the entertainment industry.

WORLDVIEW ... 00:30... 11:20
Cold War, Part I ... 04:55... 16:15
Though the Cold War is over, threats of chemical and biological terrorist attacks jeopardize the international community.

Cold War, Part II ... 04:25... 20:40
During the Cold War the U.S and the former U.S.S.R. fought proxy wars in the Middle East.

NEWSROOM CHRONICLE ... 01:00... 21:40
Sudan Slavery ... 05:20... 27:00
A fourth-grade classroom makes a human rights statement in a very big way.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Nuclear Secrets

1. How did Chinese senior diplomat He Yafei respond to allegations that his country stole nuclear weapons secrets from the U.S.? What did he mean when he spoke of a "Cold War mentality"? To

what else did he attribute the charges against China? How did a Pentagon spokesman react to the Chinese minister's statements?

2. According to the video, what have been the significant events in Sino-American relations since the end of World War II? How does U.S. policy toward China become a kind of political football between the "ins" and "outs"? Why do many question President Clinton's China policy? Do you think the critics' concerns are justified? Why or why not?
3. The recent charge of espionage against China is the latest bump in a rough road of relations between China and the U.S. Direct groups of students to research the political and economic issues that have yet to be resolved between China and the U.S. and share their findings. Then challenge each group to act as a team of advisers to the U.S. president and recommend a course of action on each issue. Have each group appoint one spokesperson and issue its recommendations in the form of a policy statement speech.

LINKS:
http://cnn.com/US/9903/18/china.spy.02/
http://www.china-embassy.org/
http://www.columbia.edu/cu/amassembly/new/phase2.html

In the Headlines : In the Headlines

1. Why was the signing of the Kosovo peace plan a purely symbolic gesture? What is the prognosis for the Paris peace talks? What do the Kosovar Albanians now expect in return for their cooperation at the peace table? According to NATO, what two conditions would lead to military action in Kosovo? Have these conditions been met? What do you think will happen next?

LINKS:
http://cnn.com/WORLD/europe/9903/18/kosovo.04/

EDITOR'S NOTE:
espionage
Cold War
Sino
Zhu Rongji
appeasement
nationalist
Most Favored Nation
Rambouillet

YOUR DAILY DESK

Editor's Desk : Talk Radio

1. What is talk radio? How many talk radio stations are there in the U.S.? Why do you think talk radio is so popular? What is the difference between right-wing and left-wing politics? Do you think talk radio influences people's political attitudes and beliefs? Explain. Do you think talk radio programs should be censored? Why/why not?
2. Do you listen to talk radio shows? If so, which shows do you listen to? Why do you like these shows? What is a "special interest group"? According to the video, there is a talk radio program that represents almost every special interest group. Do you think talk radio represents the "special

interests" of students your age? Explain.

3. Help your students generate a list of talk radio issues that they find interesting and relevant. Group students. Have each group select one of the talk radio issues and prepare a radio show that addresses both sides of the issue. Have each group perform its show for the class. As a class, review the opinions that were conveyed about the issue. Was the talk radio format an effective medium for learning about the issue? Why/why not?

LINKS:
http://www.talkers.com/
http://www.fcc.gov/

EDITOR'S NOTE:
talk radio
special interest group
left-wing politics
right-wing politics

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. What was the Cold War? What was "Operation Chrome Dome"? Why did Operation Chrome Dome end? How have attitudes about nuclear weaponry changed since the Cold War? Why? How has the relationship between Russia and the U.S. changed since the Cold War? Give examples. Why do some people feel that nations today are more at risk than they were during the Cold War? Why do you think "terrorists and rogue nations" would want to use chemical and biological weapons against other nations?

2. Have students use print and online resources, including the websites below, to learn about the effects of biological and chemical weapons, and the international community's efforts to eliminate Iraq's production of these weapons. In your opinion, have UNSCOM and NATO nations' recent interventions in Iraq been successful? Why/why not?

LINKS:
http://www.clw.org/
http://www.opcw.nl/
http://www.un.org/
http://www.un.org/Depts/unscom/

Cold War, Part II : Cold War, Part II

1. What is the origin of the conflicts between Israel and its Arab neighbors? Why did the Soviet Union and the U.S. become involved in the Middle East conflicts during the Cold War era? With which Middle East countries were the U.S. and the former Soviet Union aligned? How do you think the Arab alliance felt about the former Soviet Union?

2. Have students work in groups to research the history of the conflicts between Israel and the Arab nations since 1948. The first two websites should provide useful information. Have each group share its findings. What impact did the Soviet Union and the U.S. have on the Israel-Arab conflicts of 1967 and 1973? Do you think the U.S. and the former Soviet Union should have been involved in these proxy wars? Explain.

3. How did the collapse of the Soviet Union and the end of the Cold War affect the Middle East peace process and the possibility of another Arab war? Why is the Middle East still considered to be a dangerous region? According to the video, what political faction poses a threat to both the Middle East and to the West? Why?

4. Have students refer to multimedia resources to learn about Islamic Fundamentalism. What is fundamentalism? What is Islamic Fundamentalism? As a class, discuss the following: How long have Western nations been concerned about this political/religious movement? Did the end of the Cold War and the breakup of the Soviet Union affect the development of the Islamic Fundamentalist movement? Explain. Do you think Western nations should be concerned about the movement? Why/why not? Are the current concerns about Islamic Fundamentalism similar or different to the concerns about communism during the Cold War? Explain. Do you think the international community could experience another cold war? Why/why not?

5. Your students can learn more about the Cold War by tuning in to CNN's documentary **COLD WAR**, each Sunday night at 8:00 p.m. ET. Teachers can locate free educator materials by going to the Turner Learning Cold War website at http://learning.turner.com/coldwar, or by calling 1-800-344-6219 in the U.S.

LINKS:
http://www.cfcsc.dnd.ca/links/milhist/mid.html
gopher://gopher.umsl.edu/00/library/govdocs/armyahbs/aahb6/aah60012
http://islam.miningco.com/mlibrary.htm?terms=Islamic&COB=home

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EDITOR'S NOTE:
Arab nations
proxy war
Soviet Union
Palestinians
fundamentalism
chemical weapons
biological weapons

NEWSROOM CHRONICLE

Sudan Slavery : Sudan Slavery

1. How did the story of slavery in Sudan present a modern-day history lesson for this fourth-grade class in Colorado? What motivated the class to act? How are the students trying to make a change? What is the price of freedom for one slave in Sudan?

2. What have these students learned about slavery in U.S. history? In the modern world? Who or what is responsible for the slave trade in Sudan? How much money has the year-old campaign to free Sudan's slaves raised? What sacrifices have the children made to collect this money? Besides learning about history and contemporary issues, what other academic skills have students practiced as a result of this experience? What lessons of life have they learned as well?

3. Have groups of students conduct research to learn more about the issue of human rights in Sudan. Have groups present their findings. If each group were to issue a "Human Rights Report Card" for Sudan, what grade would the nation receive? Why? How is the international community responding to this record? Should more be done? Discuss.

4. Human rights is an issue that demands attention in many countries. Group students and challenge each to locate a human rights issue to research. Direct groups to find out where there are violations of human rights in this area and what is being done about them. Next, have each group outline a campaign to make people aware of this issue and its implications for all humans.

LINKS:
http://members.aol.com/casmasalc/
http://www.unhchr.ch/html/menu2/7/d/sudan/prstm.htm
http://www.arabicnews.com/ansub/Daily/Day/980107/1998010724.html
http://www.sunspot.net/columnists/data/kane/0618slaverymore2.shtml

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EDITOR'S NOTE:
Sudan
slave trade
abolitionist
conscience
militia
agenda
Muslim
oppression

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 22, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:05... 06:20
U.S. Envoy Richard Holbrooke heads to Yugoslavia to give diplomacy one last chance.

YOUR DAILY DESK ... 00:50... 07:10
Environment Desk ... 02:35... 09:45
Congress is debating how to regulate sea lion populations on the West Coast.

WORLDVIEW ... 00:30... 10:15
Culture Watch ... 11:00... 21:15
After 500 years as an established institution, the Vienna Boys' Choir may be in jeopardy.

NEWSROOM CHRONICLE ... 00:30... 21:45
Bayou Kids ... 03:25... 25:10
Young people who live in Bayou Country learn to respect the land and its role as an ecosystem.

Balloon Record ... 01:50... 27:00
The crew of the Breitling Orbiter 3 makes history.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. In the words of U.S. Special Envoy Richard Holbrooke, why are we "very close to the edge of a war" in Yugoslavia? How would an attack on Yugoslavia be launched, and by whom? With whom does the decision lie to initiate air strikes? Would the NATO allies have to be consulted before this decision is made? Why are some allies who were previously reluctant to support air strikes now leaning toward support?
2. When was Richard Holbrooke last called upon to mediate in Yugoslavia? What was the result of that mediation? What message does he carry from NATO this time? If his efforts are not successful, how soon could air strikes commence?

3. How is Yugoslavian President Milosevic responding to the threat of air strikes? What is the KLA? Why are Serb forces trying to destroy this movement? What is the KLA doing in response? Why is the situation frustrating to the Kosovar Albanian negotiators who signed the peace agreement? To whom are they looking for help?

4. Generate a class discussion about "last-ditch diplomacy." What does this phrase mean? In what way is Mr. Holbrooke's mission a "last-ditch" effort? After a brief discussion, divide students into groups and challenge each group to locate information about previous last-ditch efforts at diplomacy. The second, third and fourth websites below should be of assistance. Have each group report on the circumstances and the diplomatic effort designed to prevent an armed conflict. In each case, did last-ditch diplomacy work? What happens when it does not? When it does, are the effects lasting? Discuss students' views on the likelihood of a last-ditch peaceful solution to the Kosovo crisis.

LINKS:
http://cnn.com/WORLD/europe/9903/21/kosovo.03/
http://www.usatoday.com/news/index/iraq/iraq373.htm
http://www.npr.org/news/world/1998/Oct/981009.kosovo2.html
http://www.smh.com.au/news/9810/03/world/world12.html

EDITOR'S NOTE:
KLA
exploit
diplomatic
Richard Holbrooke
Slobodan Milosevic
Javier Solana
genocide
offensive

YOUR DAILY DESK

Environment Desk : Sea Lions

1. What legislation is Congress considering to control sea lion populations on the West Coast? How have sea lion populations changed since the passage of the Marine Mammals Act in 1972? Why? Why do you think the Marine Mammals Act was passed in the first place?

2. How do California fishermen feel about the sea lions? Why? How do environmentalists explain the salmon shortage? How does Laura Seligsohn of the Earth Island Institute feel about the situation? In what way is her position a compromise between two opposing sides? In terms of a food web, what is lacking to keep sea lion populations in balance with the rest of the West Coast marine ecosystem? What solutions can you think of that would naturally limit sea lion populations?

3. Working in small groups, challenge your students to develop their own solutions to sea lion overpopulation. If they choose to introduce natural predators for sea lions, have them make sure the new predators would not pose a threat to public safety at beaches. On the other hand, if they choose to reestablish legal killing of sea lions, have them explain how they will avoid having to place sea lions back on the Endangered Species List. Each group should write out its own plan complete with a statement of purpose and procedures. Then have each group present its plan to the class and discuss.

LINKS:
http://www.noaa.gov/public-affairs/pr97/mar97/noaa97-r119
http://research.nwfsc.noaa.gov/pubs/tm/tm28/tm28.htm#toc
http://estel.uindy.edu/outReach/guestSchools/tour/sealion.html

EDITOR'S NOTE:
sea lion
equilibrium
the Marine Mammal Act of 1972
Earth Island Institute
non-lethal
National Marine Fisheries
fish ladder
Pinniped

WORLDVIEW

Culture Watch : Vienna Blues

1. When was the Vienna Boys' Choir established? What is the age range of the performers? Why do the boys only perform for 3-4 years? Why is the choir historically and culturally significant? How has the choir changed during the last decade? What are the benefits and drawbacks of being a member of the choir?

2. Why did the choir's board hire Agnes Grossmann to be the artistic director? Do you agree with Ms. Grossmann's philosophy and treatment of the children in the choir? Explain. Why did Ms. Grossmann resign from the choir? According to critics, why was the board reluctant to embrace Ms. Grossmann's proposed reforms? Why do you think institutional change is difficult?

3. According to Ms. Grossmann, major changes to the choir are still necessary to improve the quality of life for the choir members. If these changes do not occur, Ms. Grossmann is concerned that "there will not be enough boys to make the next 500 years possible." Do you share Ms. Grossmann's concern? Explain. Do you think Ms. Grossmann's proposed reforms would compromise the integrity of the choir? Why/why not?

4. As a class, identify and discuss the lifestyle, professional responsibilities, and treatment of the choir boys. Child labor practices are an international concern. Have students refer to multimedia resources, including the websites listed below, to learn about the history of child labor issues and child labor laws. In which countries is child labor a problem? How can child labor be curbed? Discuss students' findings. Divide your class into two groups to debate whether or not the boys in the choir are being exploited. What do you think should be done to address these concerns?

LINKS:
http://www.austria-tourism.at/saengerknaben/
http://www.courttv.com/legalcafe/work/child_labor/
http://www.humboldt1.com/~jedwards/childlab.html
http://www.nando.net/nt/special/child-graph3.html

EDITOR'S NOTE:
Vienna Boys' Choir
operating "in the red"
child labor
Agnes Grossmann
austere
depression
gender discrimination

NEWSROOM CHRONICLE

Bayou Kids : Bayou Kids

1. How is the bayou an integral part of life in southwestern Louisiana? Why are the wetlands important to other ecosystems in this area? What is an estuary? Ecologically speaking, how is an estuary different from a river or a lake? How can this inability to flush pollutants be harmful to plant and animal life?

2. What is Dr. Bob Thomas doing to help students learn more about the bayou ecosystem? How do the students participate in the learning process? What kinds of tests do they perform? What data do they gather? How do their efforts assist other studies being done on the bayou?

3. What kind of plant and animal life can be found on the bayou? Have students work in small groups to conduct research about the bayou ecosystem and share their findings. Then challenge each group to explain how a high level of toxicity in the bayou (due to pollution) could affect one species in the ecosystem and others via the food chain. Suggest that groups explain this situation via a diagram or multimedia presentation. Have each group present its explanation.

4. Challenge students to think of ways they could best learn about their own ecosystem. What data would they want to collect? How would they go about collecting it? What background information would they need to know? Are there any local experts they would like to consult? Have groups of students create proposals for a classroom study of the local ecosystem and share their ideas. Allow the class to vote on one proposal and assist students in implementing this ecological study.

LINKS:
http://www.mcl.tulane.edu/cbr/research/ecosystem.html
http://www.gorp.com/gorp/resource/us_nhp/la/int_bata.htm
http://www.mardi.com/sp31.htm

Balloon Record : Balloon Record

1. How long did it take the crew of the Breitling Orbiter 3 to complete its historic journey? Where did the team land? What happened once the balloon landed there? According to one of the pilots, how did floating above the earth offer the aviators a "new perspective"?

2. The pilot speaks of the experience of being above the earth as "a little piece of paradise," while acknowledging the suffering that was going on on the ground. Challenge students to consider what the journey must have been like, and what events were taking place on the ground as the journey ran its 21-day course. Then acquaint students with the literary technique known as personification (attributing human qualities to inanimate objects.) Challenge students to employ personification as they write essays from a first-person perspective, chronicling what the balloon "saw" and "felt" in its journey around the world.

LINKS:

http://cnn.com/WORLD/europe/9903/21/balloon.flights/index.html
http://news.bbc.co.uk/hi/english/special_report/1998/11/98/great_balloon_challenge/newsid_223000/22
http://www.breitling-orbiter.ch/breitling/breit98/eng/index.html

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EDITOR'S NOTE:
bayou
ecosystem
estuary
sediment
U.S. Geological Survey
terra firma
gondola
Egypt

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 23, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 03:05... 05:50
CNN NEWSROOM explores some reasons why the U.S. and its NATO allies are poised to launch attacks over the issue of Kosovo.

Look Ahead ... 00:30... 06:20
March 29th and 30th: Rebuilding Bosnia

YOUR DAILY DESK ... 00:30... 06:50
Health Desk ... 02:35... 09:25
College students are at increased risk for contracting meningitis.

WORLDVIEW ... 00:30... 09:55
Top of the World ... 02:40... 12:35
Kurdish conflicts continue in the Bradost Mountains of Northern Iraq.

Wild Kingdom ... 03:00... 15:35
In Argentina, economic development jeopardizes the survival of the burrowing parrot.

Taking Care of Business ... 02:10... 17:45
To retain its competitive edge Sony plans to restructure its electronics division.

Culture Watch ... 02:45... 20:30
For the first time in the nation's history, an Arab-Israeli is crowned Miss Israel.

NEWSROOM CHRONICLE ... 01:00... 21:30
Inhalant Abuse ... 03:10... 24:40
Experts estimate that inhalant abuse has more than doubled over the past ten years.

After the Bell ... 02:30... 27:10
A new college admissions policy in California has both supporters and critics.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. What was the result of U.S. Envoy Richard Holbrooke's last-ditch effort at diplomacy in Yugoslavia? According to the Serbian government news agency, what is Yugoslavian President Slobodan Milosevic saying about the crisis in Kosovo? What does Mr. Milosevic mean when he refers to Kosovo as "an internal issue"? Does NATO agree with this thinking? Explain.

2. Review the major points of the Rambouillet Agreement. Who has already signed this agreement? What is the "big sticking point" for the Serbians? Why do you think the Serbians are unwilling to accept international peacekeepers in Kosovo?

3. When and where has the U.S. intervened in recent conflicts? Why are some American leaders and their allies now leading the charge against the Belgrade government? How did the collapse of the Soviet empire and the death of Marshal Tito lead to the breakup of Yugoslavia? What is the focus of the current conflict in this region? Why does the West support autonomy, but not independence, for Kosovo? What is the difference between autonomy and independence? How did U.S. President Clinton treat Russia's invasion of Chechnya? Why do you think he took this course of action? Why do some see this as hypocritical compared to his current reaction to the Serbs? According to the video, what is the motivation for using offensive military power in Kosovo?

4. The video refers to nationalism as one of the causes of the breakup of Yugoslavia. Have students use their texts or other resources to find a definition of nationalism. Generate a class discussion about times throughout history when nationalism has brought about conflict in different regions around the world. What was the outcome of each of these conflicts? Have students work in groups to find current global "hot spots" that can be attributed to nationalism. Share student findings. Do students think that the international community should intervene in any of these other areas or, if it has already, do students support that action? Do students agree with those who believe that the wave of nationalism in Kosovo could spread to other parts of the Balkans? Discuss.

LINKS:
http://cnn.com/WORLD/europe/9903/22/kosovo.04/
http://www.gov.yu/facts/facts.html
http://www.kosova.com/
http://www.cfcsc.dnd.ca/links/wars/index.html

EDITOR'S NOTE:
Cold War
Kremlin
nationalism
autonomy
secessionist
Marshal Tito

YOUR DAILY DESK

Health Desk : College Meningitis

1. What is meningitis? How is meningitis contracted? To what extent has the incidence of meningitis increased among American college students since the early 1990's? Why are college students at risk for contracting meningitis? What is the Evan Bozof Resolution?

2. What is a vaccine? Have students refer to the websites listed below to learn more about meningitis

and the meningitis vaccine. What are the different types of meningitis? What are the benefits and drawbacks of the meningitis vaccine? Do you agree with the American Health Association's recommendation that all college students should consider getting the meningitis vaccine? Why/why not?

3. Have students research the history of vaccines and their impact on communicable diseases during the last century. Group students. Direct each group to prepare a presentation about a communicable disease for which a vaccine was developed. How did the disease impact society? What were the benefits and liabilities associated with the vaccine? Are there alternative ways of preventing the disease aside from using vaccines? Do you think the government should require childhood vaccines? Why/why not? Following the presentations, discuss what might happen if we stopped vaccinations.

LINKS:
http://www.acha.org/resource-info/meningitis-faq.htm
http://www.musa.org/
http://www.meningitis.org
http://www.cdc.gov/nip/vacsafe/fs/vaxsaft.htm
http://www.mayohealth.org/mayo/9809/htm/immunization/nonjsattention.html

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EDITOR'S NOTE:
bacterial meningitis
meningitis vaccine
American College Health Association
Evan Bozof Resolution

WORLDVIEW

Top of the World : Kurdistan Checkpoint

1. Which Kurdish factions are fighting in the Bradost Mountains of Northern Iraq? Why have the Iraqi Kurds forged an alliance with Turkey? Why do you think this is an "uneasy" alliance?

2. As a class, research and discuss the similarities and differences between the political objectives of the PKK and the Kurdistan Democratic Party (KDP). Why would the PKK want to jeopardize the "fragile Kurdish autonomy," especially since it is the only Kurdish controlled and governed area in the world?

3. Have groups of students refer to the websites listed below to learn why the majority of the Kurdish population is spread over Turkey, Syria, Iraq, and Iran. Ask students: Do you think the Kurds constitute a nation? Why/why not? Challenge each student to write a position paper in response to this question: Should the Kurds have their own homeland?

4. Who is Abdullah Ocalan? Why do some people consider him to be a terrorist? In February, 1999, Abdullah Ocalan was captured and is currently awaiting trial in Turkey. Do you think Abdullah Ocalan's imprisonment will affect Kurdish conflicts in the Bradost Mountain region? Explain. Do you think peace can be achieved in this region? Why/why not?

LINKS:
http://cnn.com/WORLD/meast/9903/13/iraq.kurd.election/index.html
http://www.xs4all.nl/~tank/kurdish/htdocs/
http://www.turkey.org/f_apopkk.htm
http://www.turkey.org/

http://www.kurdish.com/
http://cnn.com/WORLD/europe/9902/16/ocalan.profile/index.html

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Wild Kingdom : Burrowing Parrots

1. Why did authorities in Argentina spray DDT along the cliffs? How did the DDT affect the burrowing parrots? Why are farmers in the Rio Negro Valley upset about the parrots? Why do you think people have become more aware of conservation issues during the last thirty years?

2. Have students refer to multimedia resources, including the websites listed below, to create a list of endangered species or species that have become extinct during the last century. Group students. Direct each group to select one of the species and prepare a presentation about how economic development has jeopardized the species, and how the ecosystem is affected by the loss of the species.

3. As a class, generate possible solutions to the parrot problem in Argentina. Have students discuss the impact of each solution on: 1) the farmers, 2) the ecosystem and 3) the parrots. Which solution seems to be the best? Why?

LINKS:
http://cnn.com/NATURE/9903/18/burrowing.parrots/index.html
http://www.wcs.org/
http://www.newswire.ca/releases/June1998/30/c7202.html

Taking Care of Business : Japan's Sony Corporation

1. What is the Sony PlayStation? Why has the Sony Corporation decided to restructure its electronics division? What types of changes is Sony planning? Why has Sony chosen to focus on developing its network business? Why is Sony restructuring its management? Given that Sony is a global company, why is its future so closely liked to Japan? If you were a Sony shareholder, how would you feel about the restructuring of the company? Why?

2. How many employees are slated to lose their jobs? How is losing a job through attrition different from being laid-off? How do you think these job losses will affect Japanese citizens?

3. Have groups of students refer to multimedia resources and personal interviews to select a large publicly-held company that has recently diversified, downsized, or been restructured. Have each group prepare a presentation about how consumer demands and changing economic conditions have influenced its company's actions. What were the results of this large-scale change in the corporation? What do students predict for the future of the corporation? Discuss.

LINKS:
http://cnn.com/TECH/computing/9903/05/playstation.idg/index.html
http://cnn.com/TECH/computing/9902/26/idsa.games.lat/index.html
http://www.sony.com/
http://www.sony.com/SCA/press/march.30.1998.html

Culture Watch : Miss Arab Israel

1. Why is it significant that an Arab Israeli was crowned Miss Israel? What is Miss Raslan's political message? Why did Miss Raslan choose to speak only Hebrew at the news conference following the pageant?

2. What is discrimination? Why are some groups of people discriminated against? Have students

refer to the websites below to learn about the history of Arab-Israeli relations, and the discrimination against Arabs in Israel. Compare and contrast the discrimination of Arabs in Israel to similar types of discrimination occurring in other nations. What can people do to prevent discrimination? How might Miss Raslan best use her position as Miss Israel to address the issue of Arab discrimination in Israel?

3. Group students. Have each group develop a role-play that illustrates a problem or conflict associated with racial/cultural discrimination. Following each group's role-play, direct the class to suggest different solutions for the conflict. Have the group perform the different solutions. As a class, discuss which solution was the most effective and why.

LINKS:
http://cnn.com/WORLD/meast/9903/10/BC-Israel-BeautyContest.ap/index.html
http://sabranet.com/
http://www.arab.net/

EDITOR'S NOTE:
guerrilla fighter
Iraq
Kurdish autonomy
recession
corporate restructuring
discrimination
Israel-Arab relations
conservation

NEWSROOM CHRONICLE

Inhalant Abuse : Inhalant Abuse

1. From what kind of addiction is Boysie Holtman recovering? How did this addiction begin? Why has the U.S. government initiated a public service ad campaign about inhalant abuse? How common is this problem?

2. How did Susan Wilson Tucker learn about inhalant abuse? What message does Ms. Tucker have for other parents? What household items does she warn others about?

3. What are the most commonly abused inhalants? How do they affect the brain and the rest of the human body? Have students work in groups to gather information about the effects of inhalants and the chemical substances that produce these effects. Share group findings in class discussion. Challenge your class to use what it has learned to launch an Anti-Inhalant Abuse Campaign throughout your school. Organize an all-out "media blitz" on the issue, directing students to create posters and informative brochures, perform skits and offer class presentations on the dangers of inhalant abuse.

LINKS:
http://www.nida.nih.gov/ResearchReports/Inhalants/Inhalants3.html
http://www.inhalants.org/body.html
http://www.inform.umd.edu:8080/EdRes/Colleges/BSOS/Depts/Cesar/metnet/inhd2.tx2
http://www.kci.org/publication/inhalants/inhale_assistance.htm

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After the Bell : After the Bell

1. What are Joanne Chang and Anyeka Woods both hoping for in the near future? Until now, which of these two students would have the better chance of achieving that goal? Why? What new admission rule has the University of California Board of Regents recently approved? Who requested this change?

2. In what way does this rule change "level the playing field" among high school students who want to enter California's university system? What are some criticisms of the new rule? How will the system handle the increased number of freshmen who will enter as a result of the rule change? Why is there some concern about the academic quality of the freshmen who will qualify under the new rule? Do you think this concern is justified? Why/why not?

3. How does your school determine your percentile rank among all students in your class? How are you compared, academically speaking, to others? Are Honors and/or AP courses offered at your school? If so, how are they accounted for in the computation of a student's GPA? If your state were to impose a "four percent rule" for college admissions, would you support this as a fair way to determine eligibility? State your rationale.

4. What are some criteria used by public and private colleges to determine whether or not an applicant should be accepted? Invite one of your school's guidance counselors to address the class on general college admission requirements and those things students should do in advance to prepare for the process. Then divide the class into small groups and have each group choose one college to research. Have groups use the guidance department as well as online resources to learn more about grade point average requirements, residency requirements, SAT/ACT test scores, course requirements and any other information pertinent to application for admission to that institution. Have each group share its findings. Draw student attention to the differences in admission requirements and differences among high school grading systems, student rankings, etc. Do students think there should be some uniformity? If so, would a "percent rule," like the one in California, be a good idea, or could it cause potential problems? What do students suggest colleges do to pursue a fair but efficient way of selecting applicants?

LINKS:
http://www.ucop.edu/pathways/calnotes/mar99_eligibility.html
http://www.advocacy-net.com/admissionsmks.htm

EDITOR'S NOTE:
inhalant
addiction
sniffing
propellants
GPA
admissions
"culture of success"
Gray Davis

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 24, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:45... 07:00
-Diplomacy fails in Yugoslavia.
-NATO airstrikes on Yugoslavia would be "punishing" and "sustained."

YOUR DAILY DESK ... 01:00... 08:00
Business Desk ... 02:00... 10:00
Some investors are banking on the Y2K bug to boost the value of their stocks.

WORLDVIEW ... 00:55... 10:55
Top of the World ... 02:30... 13:25
CNN takes a look at the hajj, the Muslim pilgrimage to Mecca.

Inside Russia ... 02:10... 15:35
The U.S. suspects Russian hackers are trying to break into the Pentagon's computer system.

Political Front ... 03:35... 19:10
The U.S. government plans to crackdown on human cargo smuggling operations.

Culture Watch ... 02:45... 21:55
A Cuban architect turned artist transforms the buildings of Old Havana into objects of art.

NEWSROOM CHRONICLE ... 01:05... 23:00
Exxon Valdez Anniversary ... 03:40... 26:40
Today marks the tenth anniversary of the biggest oil spill in U.S. history.

CNN NEWSROOM CLOSE ... 01:20... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. How did U.S. Special Envoy Richard Holbrooke describe the current situation in Yugoslavia after his last talk with Slobodan Milosevic? According to Mr. Holbrooke, does Mr. Milosevic believe that NATO will do nothing in response to his defiance? Explain. How has the Serbian parliament

reacted to the threat of NATO airstrikes?

2. What does it mean when Pentagon officials describe possible airstrikes as "punishing" and "sustained"? What is the primary goal of these attacks? What aircraft will likely lead the attacks, and why? How could the airstrikes be halted?

3. Before airstrikes can begin, NATO forces must have a thorough knowledge not only of the geography of this region, but also of certain conditions that make for a favorable operation. Tell groups of students that their job is to act as advisors to NATO and brief its officers on the geography of the Balkan region. Have each group conduct research to learn more about the region's location, natural and political boundaries, climate, and other tactical information important to the military. Have each group present its briefing to the class. Discuss the geographic aspects that could work in favor of/against the NATO forces, and the tactical issues that could be a factor as well.

LINKS:
http://cnn.com/WORLD/europe/9903/23/kosovo.04/
http://cnn.com/US/9903/23/u.s.kosovo.04/
http://geography.miningco.com/library/maps/blserbia.htm#info
http://www.op.net/docs/Geography/Yugoslavia

EDITOR'S NOTE:
ultimatum
lambast
ethnicity
Stealth
salvo
capitulating
defacto
containment

YOUR DAILY DESK

Business Desk : Armageddon Stocks

1. What is stockpiling? Why are some people beginning to stockpile certain goods in advance of January 1, 2000? What kinds of goods are they buying? How could this buying trigger a rise in the stock values of the companies and parent companies that make these products?

2. Discuss how perception is such an important trigger in this stockpiling trend and its potential effects on the stock market. How does consumer perception of the Y2K situation generate increased buying and stockpiling? What could happen to the supply of some goods if demand for them increases sharply this winter? How could a potential shortage make these goods more "valuable"? In turn, how could increased demand affect that company's stock prices? In spite of these economic factors, why do some skeptics believe that stockpiling will have no major effect on the stock market?

3. Should consumers prepare for Y2K? Have students work in groups to research the recommendations of the U.S. Senate report and FEMA, along with others, and share their findings. Most U.S. government reports are indicating that consumers should prepare as if they were facing the possibility of a storm, with 2-3 days' supply of goods. What kinds of goods do students think consumers will buy in advance? Return the students to their groups and have each group come up with some possible items for a Y2K shopping list. Share group lists and note any

similarities by writing them on the board. Ask students whether they would buy stock in the companies that make the most sought-after items, solely on the basis of the Y2K phenomenon. What are the potential benefits and downsides of such an investment?

LINKS:
http://www.y2ksupply.com/W-MainY2KBug.htm
http://www.buseco.monash.edu.au/Subjects/MKT/MTPonline/mixprice.html
http://www.y2knet.com/y2k/y2k_cpr/food.html

EDITOR'S NOTE:
stockpiling
investment
parent company
industrial materials
"Doomsday stocks"
speculative

WORLDVIEW

Top of the World : Hajj Overview

1. Who are the Muslims? What is the hajj? What are the five pillars of Islam? Describe the different elements of the hajj. What is the historical, cultural and religious significance of the hajj? Why is the stop at Arafat considered the most important part of the pilgrimage?

2. Have students refer to multimedia resources, including the websites below, to learn more about the Muslims, Islam and the hajj. Have groups of students discuss the following questions: Who goes on the hajj? Why do these individuals make the pilgrimage? How has modern society adapted to the hajj? What is the cultural and religious significance of the different sites that are visited during the hajj?

LINKS:
http://cnn.com/WORLD/meast/9903/22/AM-Saudi-Hajj.ap/index.html
http://www.ummah.org.uk/hajj/
http://www.the-webplaza.com/hajj/index.shtml

Inside Russia : Russia Hackers

1. What is a computer hacker? Why is the U.S. concerned about Russian hackers? Why would computer hackers want to introduce computer viruses? How are the U.S. and Russian governments addressing the problem of computer hacking? Are you concerned about Internet hackers and technology theft? Explain.

2. Have students refer to the websites listed below to investigate the issue of computer hacking. Direct each student to write a story that illustrates the potential threat hacking poses to individual nations and the international community. Have students share their stories and discuss how they think convicted hackers should be punished.

LINKS:
http://cnn.com/WORLD/europe/9903/05/russia.hackers/index.html
http://community.cnn.com/cgi-bin/WebX?13@59.Qfl8aT0xpQx^1@.ee71559
http://www.icsa.net/

Political Front : Cuba Smuggling

1. Why is the U.S. border patrol having to increase its efforts to stop Cubans from being smuggled into the U.S.? Why do people choose to go into the business of immigrant smuggling? What is an immigration treaty? According to the U.S.-Cuba immigration treaty, what happens to Cubans who are caught at sea? How is the U.S. government planning to limit the smuggling problem?
2. What personal risks do Cubans assume when they try to get smuggled into the U.S.? Why do you think some Cubans are eager to come to the U.S.? Do you think the U.S. should impose additional immigration restrictions and quotas? Why/why not?
3. Have students refer to the beginning of the video to consider the situation of the eight immigrants who are believed to have been smuggled into Florida. Divide your class into three groups to conduct a mock hearing and debate about the fate of the immigrants. Have one group represent the immigrants. Instruct each member of this group to assume the role of one of the immigrants and prepare a story about why he or she fled Cuba to come to the U.S. Have each group member present his/her story to the class. Have the two remaining groups debate the fate of these eight individuals.

LINKS:
http://www.ins.usdoj.gov/
http://www.cubaweb.cu/
http://cnn.com/US/9811/20/ins.aliensmuggling/index.html

Culture Watch : Cuba Architect

1. Who is Loretto Marin? Why has Mr. Marin chosen the buildings of Old Havana as his art subject? Do you think his art is important? Why/why not?
2. Have students refer to the websites listed below to learn about the history and architecture of Old Havana. Why are the city's buildings in disrepair? Why are many of the buildings in Old Havana considered historically and culturally significant? How and why is the Cuban government beginning to support the restoration of Old Havana? Since Cuba cannot afford to restore all of Old Havana, do you think international businesses should support Cuba's restoration efforts? Explain.
3. Have each student refer to print and online resources, including national historical preservation organizations, to select and research a historical building. What makes a building historically significant? Why is this particular building historically significant? What is its architectural style? What does the building reveal about the history and culture of the community? Have students share their findings. Many historic buildings are neglected or torn down to make way for newer buildings. Do you think it is important to preserve architectural landmarks? Why/why not?

LINKS:
http://cnn.com/WORLD/americas/9804/13/cuba.architecture/index.html
http://www.newstimes.com/archive97/jun1897/ing.htm
http://www.latinolink.com/news/hava0114.html
http://hyperion.advanced.org/18355/index.shtml

EDITOR'S NOTE:
hajj
Muslims
pilgrimage

computer hackers
immigration treaties
smuggling
architecture
Old Havana

NEWSROOM CHRONICLE

Exxon Valdez Anniversary : Exxon Valdez Anniversary

1. A decade after the Valdez accident, what is Exxon doing to minimize the risk of another oil spill? How was Exxon forced to pay for the Valdez oil spill? Has Prince William Sound recovered from the spill? Explain.
2. What is the task of the Exxon Valdez Oil Spill Trustee Council? What species have qualified as "recovered"? What are some species that have not recovered from the environmental disaster? Why are the council's findings somewhat controversial? According to some environmentalists, how did the oil act as a "stressor" to aggravate naturally-occurring environmental problems? How is the remaining oil still a problem for some species?
3. How has Exxon fared financially since the spill? What has the court decided Exxon must do in order to compensate the victims of the spill? What is the status of this order? What happened to the Exxon Valdez? Why will it never again be seen in Prince William Sound?
4. How damaging was the Exxon Valdez oil spill and could a similar incident happen in the future? Divide the class into three groups: Have Group One investigate the Exxon Valdez oil spill and Exxon's response to the accident. Have Group Two research the effects of oil spills on marine ecosystems and on economies. Have Group Three conduct research to learn more about the modern science of oil spill prevention and cleanup. Direct each group to make a formal presentation of its findings. What, if anything, do students think oil companies and environmentalists have learned from the Valdez tragedy?

LINKS:
http://www.adn.com/stories/T98061844.html
http://www.earthbase.org/home/timeline/1989/exxon/
http://www.api.org/oilspills/

EDITOR'S NOTE:
Exxon Valdez
Prince William Sound
virus
compensation

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 25, 1999

Today's program is a special edition of NEWSROOM devoted largely to the Strike against Yugoslavia. The Science Desk scheduled for today will appear at a later date.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 01:45... 02:30
Top Story ... 02:05... 04:35
TEACHERS: PLEASE PRESCREEN THIS REPORT.
NATO launches airstrikes against Yugoslavia.

Who's Who in Yugoslavia? ... 05:10... 09:45
CNN takes a look at the two major rivals in the Kosovo conflict, the KLA and Slobodan Milosevic.

Bosnia History ... 03:35... 13:20
The Balkan region has been home to conflict for many years.

WORLDVIEW ... 00:30... 13:50
Political Front ... 02:25... 16:15
The U.S. now requires American importers to pay 100% tariffs on certain European goods.

Inside Asia ... 03:00... 19:15
The Japanese public begins to recognize the wartime deeds of Chiune Sugihara.

Taking Care of Business ... 02:25... 21:40
Disney plans to open a theme park in China.

NEWSROOM CHRONICLE ... 00:25... 22:05
Journalist Interview ... 05:10... 27:15
Jonathan Landay, a journalist who covers the Balkan region, offers his ideas on what is at stake in Kosovo.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike in Yugoslavia

1. What is NATO? Why has the organization initiated airstrikes against Yugoslavia? What is the name of this operation? Review the reason for the conflict in Kosovo. U.S. President Clinton calls the strikes a "stand against ethnic violence and atrocity." How does the Serbian government of Yugoslavia view the attacks? How has Russia reacted to the NATO strikes?
2. What are some of the events that have led to the NATO decision to attack Yugoslavia? When did Serbia begin its policy of "ethnic cleansing" in Bosnia? How was that situation later resolved? What was happening in Kosovo at this same time? What group began its push as the rebel force within Kosovo? How did the massacre at Rakac further aggravate the situation and prompt NATO to action?
3. The situation in the Balkans is difficult for many students to understand. Assist students in researching information on this crisis and share findings. As a class, construct an explainer on the "Crisis in Kosovo" to be used by other classes and kept in your school's media center.

LINKS:
http://cnn.com/SPECIALS/1998/10/kosovo/
http://www.megastories.com/bosnia/history/recent.htm
http://www.nato.int/

EDITOR'S NOTE:
ethnic cleansing
chafing
rhetoric

Who's Who in Yugoslavia? : Who's Who in Yugoslavia?

1. How would you explain the mission of the KLA? How did this group get its start? What did Serb forces do in 1998 to the KLA that actually backfired on them? What were the consequences of this crackdown?
2. In what way did the KLA change after the 1998 Serbian crackdown? Is the KLA a threat to the Serbian military? Explain. In what way does the KLA threaten Serbian control of Kosovo?
3. What previous Balkan conflict was settled by the Dayton Accords? Under what conditions did Slobodan Milosevic participate in the negotiations for this agreement? What does it mean when Mr. Milosevic is called "one of the last Soviet-style demagogues in post-Cold War Europe"?
4. How has Mr. Milosevic ignited nationalism among the Serbs in Yugoslavia? How has this nationalism impacted autonomy for ethnic Albanians in Kosovo? What have been the effects of Serb nationalism on the other provinces of Yugoslavia? What has happened when Mr. Milosevic has relaxed his authoritarian style?
5. Discuss the long-range goals of Slobodan Milosevic and the Kosovo Liberation Army. Ask students if they feel there is any common ground here. Challenge students to write essays offering their long-range predictions for peace in Kosovo. Do students think a peaceful settlement could ever be reached for Kosovo? If so, what compromises would each side have to make?

LINKS:
http://www.centraleurope.com/ceo/news/1999031812.html
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/newsid_63000/63851.stm
http://www.pbs.org/wgbh/pages/frontline/shows/karadzic/trial/scharf.html

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EDITOR'S NOTE:
KLA
cohorts
demagogues
routed
apparatchik
effigy

Bosnia History : Bosnia History

1. What different religious and ethnic groups have "never fit neatly" into the Balkans? Who was Josip Broz Tito? What happened to Yugoslavia when he died? Which ethnic group emerged as the predominant group in Yugoslavia? How did the resulting "ethnic cleansing" by this group result in the involvement of the international community?

2. What three groups fought over Bosnia? How long did negotiations proceed to try to peacefully resolve that conflict? What was the human toll resulting from the war? What action by NATO finally resulted in an end to the fighting?

3. Divide the class into small groups. Have each group choose one period in the history of the Balkan region to research. Direct groups to present their findings in the form of scripted television news reports that include important facts (names, dates, events) students should know about that period in Balkan history. When all the presentations are complete, generate a class discussion about the conflicts that have plagued this region. Why do students think the various ethnic and religious groups in the Balkans have had little success co-existing?

LINKS:
http://www.klpm.org/question.htm
http://www.gov.yu/facts/facts.html
http://www.alb-net.com/index.htm

EDITOR'S NOTE:
Slavic
nationalist
orthodox
federation
melange

WORLDVIEW

Political Front : Banana Wars

1. What is a tariff? What is a trade barrier? Why is the U.S. at odds with the European Union over the issue of bananas? Why is the U.S. requiring American importers to pay 100% tariffs on certain European goods? What type of goods will be subject to the high tariffs? What is the role of the World Trade Organization?

2. Have students refer to the websites listed below to learn more about the U.S.-European "Banana Wars," and the ramifications of the U.S. imposed tariffs. Why have American based banana producing companies pushed for the U.S. to impose tariffs on European goods? As a class, discuss how these tariffs could impact: U.S. importers, U.S. consumers, European manufacturers, and

banana-producing Caribbean countries. Ask: Do you think the E.U. should lift the trade barriers that favor banana producing Caribbean nations? Why/why not?

3. What is a trade war? Do you think the politics of this U.S. trade sanction is driving the U.S. to the brink of a trade war with the E.U.? Explain. Divide your class into to groups to debate whether or not the World Trade Organization should approve the U.S. proposed trade sanctions. What do students think might happen if a trade war were to occur between the U.S. and the E.U.?

LINKS:
http://cnn.com/WORLD/americas/9903/03/banana.war/index.html
http://www.wto.org/
http://www.europa.eu.int/

Inside Asia : Japan Unknown Hero

1. What position did Chiune Sugihara hold during WWII? What did Mr. Sugihara do that saved the lives of thousands of Lithuanian Jews? Why did Mr. Sugihara save these Jews? How did the Japanese government treat Mr. Sugihara upon his return to Japan? Why?

2. Have students refer to the websites listed below to learn more about the history of the Jews during WWII and Mr. Sugihara. What lessons can be learned from Mr. Sugihara's actions? Why do you think more people didn't try to stop the atrocities that occurred during WWII?

3. Group students. Have each group research the history and significance of the U.N. Universal Declaration of Human Rights. Direct each group to select an area in the world where human rights are being violated. Next, have each group identify how these nations are violating the articles of Declaration of Human Rights. What action is being taken by the international community to address these issues? After each group has presented its findings, discuss what else can or should be done to stop the violation.

LINKS:
http://members.aol.com/nyrules9/sugihara.html
http://www.jewishculture.org/jewishmuseums/sugi.htm
http://home.snap.com/main/channel/item/0,4,-9375,00.html
http://www.unhchr.ch/
http://www.hrw.org/

Taking Care of Business : Disney China

1. Why did China boycott Disney products in 1996? Why is China interested in building a Disney theme park? Which two Chinese cities are competing for the park? How might China's economic difficulties benefit Disney? How might a Disney theme park help China strengthen its economy?

2. Have students refer to print and Internet resources to learn about the Disney corporation and its various divisions. What are the potential long-term benefits for Disney if the company builds a park in China? Do students think Disney should build its park in Hong Kong or Shanghai? Why is the future success of another Asian theme park important in terms of Disney's overall profits?

3. Why do you think Disney is so popular? What aspects of American culture do the Disney theme parks promote? Have students research the cultural differences between American and Chinese forms of entertainment. Ask: Do you think these cultural differences could affect the success of a Disney park in China? Explain.

LINKS:
http://cnn.com/WORLD/9612/12/disney.china/index.html

http://cnnfn.news-real.com/
http://www.disney.com/

EDITOR'S NOTE:
tariff
banana wars
World Trade Organization
WWII
visas
restructuring
Disney theme park
saturated

NEWSROOM CHRONICLE

Journalist Interview : Journalist Interview

1. What were the potential consequences had NATO not launched airstrikes against Yugoslavia? Why is credibility an issue for NATO? Why would inaction undermine the purpose of NATO in the eyes of many?

2. Who is responsible for the current situation in Kosovo? How has he used Serbian mythology to increase his power? Why does it appear that the U.S. and its allies are supporting the Kosovars? Do you think they support this side? Explain.

3. What are the possible dangers to the U.S. and its allies stemming from the Kosovo conflict? Does Mr. Landay believe that NATO military action will help settle the conflict? Explain. Does he think it is possible that ground troops could be sent into Kosovo? Explain. What could be the political downsides of such an action?

4. Kosovo holds a special, almost mythical place in Serbian history. What happened there in 1389? Why is the place so closely linked with the Serbian national identity? Have students work in groups to learn more about the Serbian claim to Kosovo and share their findings. Kosovo has been called "a kind of West Bank" to the Serbs. In class discussion, have students determine the validity of this comparison.

LINKS:
http://www.centraleurope.com/ceo/news/1999032212.html
http://cnn.com/WORLD/europe/9903/24/nato.attack.bullet/
http://web.eunet.ch/government/ECONOMIST.html

EDITOR'S NOTE:
Ottoman Empire
credibility
Croats
Muslims
Serbs
mythology

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CNN NEWSROOM Guide

March 26, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 08:10... 10:25
-Allies and others react to "Operation Allied Force."
-Are NATO's actions within the bounds of international law?

YOUR DAILY DESK ... 00:35... 11:00
Editor's Desk ... 02:25... 13:25
Film posters are not just vital to the successful marketing of a movie, they are also valuable collectors' items.

WORLDVIEW ... 01:00... 14:25
Cold War, Part I ... 03:50... 18:15
The Vietnam War changed the way the U.S. defines its political and military objectives.

Cold War, Part II ... 02:40... 20:55
U.S. Senators consider the criteria for sending U.S. troops into military action.

Cold War, Part III ... 02:40... 23:35
Television coverage of the Vietnam War has had an impact on the way modern wars are fought.

NEWSROOM CHRONICLE ... 01:00... 24:35
Kosovar Families ... 02:25... 27:00
Ethnic Albanians and Serbs living in the U.S. react to the first wave of airstrikes.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike in Yugoslavia

1. What is Yugoslavia's state-run media saying about the past two days of NATO airstrikes? According to Yugoslavia's media, what has been the results of these attacks? Why do you think that NATO is not commenting on damage and casualties?

2. How did crowds of Russians outside the U.S. Embassy in Moscow react to the NATO strikes?

Who is Vladimir Zhirinovsky? What might be his motive for helping to organize these demonstrations? What did Russian President Boris Yeltsin have to say about NATO's actions? Why has there been little anti-U.S. action behind the rhetoric on the part of Russia's leaders? In what matters do they need U.S. cooperation?

3. Describe the reactions of leaders from Great Britain, France and Germany to NATO's actions. Why do you think that leaders from Italy, Greece and Austria are less than supportive? Why might dissent among the European nations grow as the attacks continue?
4. Contrast the differing views on the NATO airstrikes by leaders of Japan and China. Why are Chinese officials concerned about the precedent this NATO action might set? Why do many analysts believe this could be a turning point in Sino-American relations?
5. How is the NATO strike against Yugoslavia different from the coalition attack on Iraq in the 1991 Gulf War? Has the United Nations Security Council endorsed the attack on Serbia? Considering the membership of the Security Council, is endorsement a probability? Explain. According to NATO officials, what is the legal justification for the airstrikes? Why do some feel that this action sets a bad precedent?
6. Within hours of the first airstrikes, international leaders were offering their views on the NATO attack. Assist students in locating information on some of these reactions. Then divide students into groups, and have each group choose one country whose leadership has voiced an opinion on the strikes. Direct each group to prepare and present a 1-2 minute telecast that might have been seen in that country outlining its support for or objection to NATO's actions. After each presentation, have group members explain the rationale behind that country's view.
7. Orchestrate a "mock trial" of NATO for its airstrikes in the Balkans. The question for students to consider is: Did NATO violate international law by launching an attack on Yugoslavia? Appoint students to act as teams for the defense, prosecution, and a panel of judges in a World Court hearing. Assist each side in preparing and presenting its case and the judges in their deliberations and decisions. Encourage students to consider general issues involved in this case, such as sovereignty and humanitarianism. Conduct the "trial" and give the panel of judges ample time to consider the evidence, render a "verdict" (majority rules) and offer individual written opinions on the case.

LINKS:
http://cnn.com/WORLD/europe/9903/25/nato.attack.04/
http://cnn.com/WORLD/europe/9903/24/nato.attack.bullet/
http://cnn.com/US/9903/25/us.russia/
http://cnn.com/WORLD/europe/9903/25/kosovo.reax.01/
http://news.bbc.co.uk/hi/english/uk/newsid_303000/303648.stm

EDITOR'S NOTE:
nationalist
"diktat"
connivance
sovereign
entreaties
charter
consensus
resurgent

YOUR DAILY DESK

Editor's Desk : Film Posters

1. Why are movie posters important to the successful marketing of a movie? Why have movie posters become valuable collectors' items? Who is responsible for creating movie posters? Which movie poster is the Academy of Motion Picture Arts and Sciences missing from its collection?
2. According to the video, "posters are important even in this era of electronic advertising." How have electronic media and the Internet affected traditional methods of communication? Do you think in the future electronic communication will replace the use of paper? Why/why not? Give examples to substantiate your opinion.
3. Movie posters are valuable collector's items. Have students refer to the website listed below to learn about movie posters and collecting. What factors determine a poster's value? The concept of value is subjective, so what determines whether or not an item is valuable? Ask students if they have collections, and if so, what make their collections "valuable."

LINKS:
http://www.musicman.com/mp/posters.html

EDITOR'S NOTE:
electronic advertising
lingo
"idea shops"
Academy of Motion Picture Arts and Sciences

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. What is the "Vietnam Syndrome"? Why has General Colin Powell been characterized as a "reluctant warrior"? Do you agree with General Powell's philosophy? Why/why not? Why was the rescue of Captain Scott O'Grady politically significant?
2. According to former Defense Secretary Casper Weinberger, "the U.S. should commit its troops only with a vital U.S. interest at stake, clear political and military objectives, and public support." What do you think constitutes a "vital U.S. interest"? How did the U.S. State Department's political and military objectives differ from the policies put forth by Mr. Weinberger? What is "coercive diplomacy"? What compelled Defense Secretary William Perry to establish these rules? Do you think the "zero causality" threshold is a realistic military objective? Explain.
3. Have students refer to the websites listed below to learn more about the history of the Vietnam War, the Persian Gulf War, and the conflicts in Bosnia and Somalia. Divide the class into four groups. Direct each group to prepare a presentation about the history of one of these conflicts and the scope of America's involvement. Discuss: How did America's Cold War concerns contribute to the escalation of the Vietnam War? How have issues of the "new world order" contributed to the other post-Cold War conflicts? What is the difference between a police action and a war? Why is it important to have clear military objectives? What were America's political and military objectives in each of these conflicts?

LINKS:
http://cnn.com/SPECIALS/cold.war/episodes/11/
http://cnn.com/SPECIALS/cold.war/episodes/11/interviews/mcnamara/

http://cnn.com/SPECIALS/cold.war/episodes/11/interviews/westmoreland/
http://www.bev.net/computer/htmlhelp/vietnam.html

Cold War, Part II : Cold War, Part II

1. What is NATO? How does Senator Cleland feel about NATO using military force in Kosovo? Why? Do you agree or disagree with Senator Cleland? Explain. What were Senator Smith's concerns regarding the Persian Gulf War? What do you think President Bush meant when he assured Senator Smith that the Gulf War would not "be another Vietnam"? How was President Bush able to make that assurance?

2. According to the video, to determine whether or not the U.S. should engage its troops Americans need to consider the following key questions about the conflict: Can we win? Will we give it everything we have? When can we come home? Is this another Vietnam? Group students. Have each group discuss the significance of these questions as they relate to the conflict in Kosovo. Reconvene groups and have students present their opinions. Pose this question for student consideration: What issues, if any, do you think are worth fighting or dying for?

3. Have students look at the U.S. Constitution to determine which branch has the power to declare war. Why is this the case? Next, have students research the 1973 War Powers Act, which was passed in response to the extended U.S. involvement in Vietnam. As a class, review the major provisions of this law. Whose power does it limit? Why do students think critics consider this measure unconstitutional? Generate a class discussion about this week's action by President Clinton to initiate airstrikes against Yugoslavia. Was congressional approval a prerequisite for this action? Explain. How can Congress ultimately stop any military operation of which it does not approve? Discuss how a military action initiated by a president could become a political liability.

LINKS:
http://cnn.com/EVENTS/1996/year.in.review/topten/bosnia/bosnia.index.html
http://www.minet.uni-jena.de/~dalmar/somalia.html
http://www.cfcsc.dnd.ca/links/milhist/index.html
http://www.iwpr.net/
http://www.luminet.net/~tgort/wpa.htm
http://www.nando.net/newsroom/ntn/voices/040198/voices9_28091_noframes.html

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Cold War, Part III : Cold War, Part III

1. According to the video, the Vietnam War "was a television war." What does this statement mean? How did television impact the course of the Vietnam War? Why are military and governmental leaders concerned about television's coverage of military conflicts? How can television and and print media influence the public's perception of a military operation? Give examples.

2. Why do you think television has "made wars harder to fight"? What are the benefits and liabilities of having in-depth television coverage of military conflicts for: the military, the media, and the public? How have computers and satellites revolutionized the means of reporting? How do you think this technology impacts military security and military operations? What do you think the future holds for media coverage of wars?

3. Group students. Have each group monitor a different news program's coverage of the Kosovo conflict. If possible, have groups monitor both national and international news programs. Have each group consider the following issues: The graphic content of the show, if strategic information is revealed, and whether the coverage is politically biased. Have groups compare and contrast their findings. Which programs provided the most useful information? Which shows had the greatest emotional impact? Which shows generated the highest viewer ratings? Do you think changes need to be made in the way television is covering the Kosovo conflict? Explain.

4. Teachers, you and your students can learn more about the Cold War by tuning in to CNN's ongoing series **COLD WAR**, which airs Sunday nights at 8:00 p.m. ET. For a free **COLD WAR** Educator Guide, head for this website: http://turnerlearning.com/coldwar, or in the U.S. call 1-800-344-6219.

LINKS:
http://cnn.com/SPECIALS/cold.war/episodes/11/then.now/
http://www.wral-tv.com/news/wral/1998/1219-war-media/
http://www.fac.org/publicat/military/08-reccs.htm

EDITOR'S NOTE:
Vietnam Syndrome
coercive diplomacy
Persian Gulf War
Vietnam War
Kosovo
Bosnia
Somalia
NATO

NEWSROOM CHRONICLE

Kosovar Families : Kosovar Families

1. Why have many Kosovar Albanians living in the U.S. been hoping for NATO action in Serbia? What were some of their reactions to the airstrikes? How did those of Serb descent in Chicago's Lincoln Square neighborhood react to the attack? Why are members of one family willing to align themselves with Slobodan Milosevic as a result of the attacks?

2. Challenge students to put themselves in the place of either Serbs or ethnic Albanians living in the U.S. Have each student assume the role of one such individual and write a letter home to his/her family, relaying what is being said about the airstrikes in the U.S. and whether or not the writer agrees with what is happening. Have students share their letters.

LINKS:
http://cgi.pathfinder.com/time/daily/special/kosovo/index.html
http://cnn.com/WORLD/europe/9903/25/refugees/
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/newsid_183000/183552.stm

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EDITOR'S NOTE:
Belgrade
lobbying
retaliate
communist

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 29, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:35... 06:50
NATO intensifies airstrikes as the humanitarian situation deteriorates in Kosovo.

YOUR DAILY DESK ... 00:35... 07:25
Environment Desk ... 02:55... 10:20
Scientists are trying to explain the large number of missing right whales this season.

WORLDVIEW ... 00:30... 10:50
Top of the World ... 02:20... 13:10
Guatemala acknowledges a painful past as it moves toward a more democratic future.

FYI: Lebanon ... 02:45... 15:55
After 16 years of war, Lebanon struggles to achieve national reconciliation and economic stability.

Inside Asia ... 02:35... 18:30
Times are tough for the tourism business in Vietnam.

Culture Watch ... 02:40... 21:10
For the first time the Michelin Guide has accorded its coveted star to a Chinese restaurant.

NEWSROOM CHRONICLE ... 00:15... 21:25
Reporter Cam: Bosnia (Part I) ... 05:50... 27:15
A group of young activists travels to Bosnia to see if there is any hope of unification among its people.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Crisis in Kosovo

1. Why has NATO Secretary-General Javier Solana given his approval to intensify air attacks in Yugoslavia? What are the newest targets for Allied warplanes? What is genocide? Who is being accused of genocide in Kosovo? According to NATO officials, how are the airstrikes supposed to halt the genocide?

2. What are war crimes? What will Allied officials do with evidence of war crimes they are gathering in Kosovo? Who is Slobodan Milosevic? Why is it possible that he could be charged with war crimes?

3. What is a refugee? Describe some accounts that ethnic Albanian refugees are providing about the current situation in Kosovo. What evidence is there to support the claim that the Serbian campaign against ethnic Albanians is "systematic" and "coldly clinical"?

4. One reason that NATO chose to initiate the air attacks against Serbia is a response to the "humanitarian crisis" in Kosovo. Challenge students, working in groups, to launch their own investigation into what is happening there and who is responsible. Assist groups of students in consulting current online resources of news organizations, government agencies, and NGO's in an attempt to gather the most up-to-date, impartial evidence. Then direct each group to compile its evidence into a formal written report on the current state of the humanitarian crisis in Kosovo.

LINKS:
http://cnn.com/US/9903/28/us.kosovo.01/
http://www.eucom.mil/europe/serbia_and_montenegro/kosovo/index.htm
http://www.unhcr.ch/
http://cnn.com/WORLD/europe/9903/28/kosovo.fighting.01/

EDITOR'S NOTE:
UNHCR
genocide
War Crimes Tribunal
immunity
atrocities
systematic

YOUR DAILY DESK

Environment Desk : Missing Whales

1. How many right whales usually come to the Georgia and Florida coasts this time of year? For what purpose do they travel to these waters? How many came this year? What weather phenomenon do scientists believe might be responsible for the decrease in number?

2. How did the right whale get its name? How do you think these characteristics led to diminishing population numbers? Where do they prefer to stay in winter? In summer? What is the number one cause of death for right whales? How do you think these deaths could be avoided? What do you think the reporter meant when she called the right whale an "urban whale?" Explain. With other species such small numbers would lead to a recovery plan that included breeding in captivity. Is this a realistic option for the right whale? What alternative methods do you think are possible to monitor and raise right whale population numbers?

3. This story details many hazards right whales face today. Have students find out more about right whales using the websites below or current print and electronic media. In small groups, have students discuss three of these hazards and propose ways to keep the whales safe. Then, on individual sheets of paper, have groups describe or diagram both the present hazard and their proposed ways for whales to avoid them. Have each group present and discuss its findings and ideas.

LINKS:
http://vineyard.er.usgs.gov/rwdoc/rwtitle.html
http://vineyard.er.usgs.gov/soundings/old/migration.html
http://whale.wheelock.edu/whalenet-stuff/reportsRW_NE/99/rw_survey03_0399.html
http://www.nmfs.gov/prot_res/cetacean/right.html

EDITOR'S NOTE:
right whales
calving
El Nino
whalers
population

WORLDVIEW

Top of the World : Guatemala Human Rights

1. When did the Civil War in Guatemala take place? Which factions were at war? What form of government is currently in power? According to the truth commission's report, how did the U.S. contribute to the Civil War atrocities? Why do Guatemala's current leaders believe it is necessary for Guatemala to deal with its past before the country can move forward? Do you agree with the Guatemalan leaders? Why/why not?

2. According to the video, in the past, "countries like Guatemala were basically considered tools of America's global aims." What does this statement mean? Divide your class into four groups. Have each group refer to the second website to prepare a presentation about the nature of America's relationship with either Nicaragua, Guatemala, El Salvador, or Honduras during the Cold War. Direct each group to identify how the relationship between the U.S. and each of these countries has changed since 1990. Have each group share its findings.

3. How do you think the U.S. should respond to the Guatemala truth commission's allegations? Have each group assume the role of a presidential advisor and prepare a statement addressing these allegations. Direct a representative from each group to present the group's statement in the form of a presidential address.

LINKS:
http://cnn.com/WORLD/americas/9903/16/AM-Guatemala.ap/index.html
http://cnn.com/SPECIALS/cold.war/episodes/18/
http://mars.cropsoil.uga.edu/trop-ag/guatem.htm
http://www.un.org/Overview/rights.html

FYI: Lebanon : FYI: Lebanon

1. How are Syria and Lebanon economically interrelated? Who was Rafic Hariri? What impact did he have on Lebanon's post-war reconstruction? What obstacles have prevented Lebanon from obtaining national reconciliation and regaining "its pre-civil war status as a business capital of the Middle East?"

2. Refer students to the websites listed below to learn more about the history of Lebanon. Discuss: Why was Lebanon unable to maintain peace after gaining its independence in 1943? How did the distribution of political power within Lebanon contribute to the nation's growing instability? In what way did the Arab-Israeli conflict impact Lebanon? What effect did 16 years of war have on

Lebanon's economy? How did these economic difficulties affect the Lebanese government and the country's infrastructure? Have students consider the evolution of Lebanon's relationship with Syria since 1976. Do you think Lebanon needs Syria's support to achieve its economic goals and national reconciliation? Explain.

3. Divide students into groups. Have each group research how religion has influenced Lebanese domestic and international politics since 1976. Direct each group to prepare a response to the following questions: What would happen if each religious community in Lebanon pursued its political objective based on its own exclusive perspectives? Is it possible for Lebanon's various religious sects to thrive without jeopardizing the nation's political stability? Have each group share its opinions and discuss.

LINKS:
http://www.lcps-lebanon.org/index.html
http://www.arab.net/lebanon/govt/lebanon_govt.html

Inside Asia : Hanoi Hotels

1. How is the new Hilton Hanoi Opera hotel a stark contrast to the economic conditions facing the tourism industry in Vietnam? According to the video, what was the state of Vietnam's economy three years ago, when the hotel's management agreement was signed? According to the video, what evidence is there around Hanoi that there are tough times ahead for this new hotel? What is to blame for this downturn in tourism and business travel to Vietnam?
2. What are some of the causes of the Asian economic crisis, and how is it affecting Vietnam's economy? Have students work in groups to research the crisis, its impact and what the Vietnamese government is doing to address the situation. Share group findings. To what extent is the Asian economic crisis to blame for Vietnam's economic woes? What do students think the future holds for Vietnam's economy? Discuss the political and economic positives Vietnam can capitalize on in order to improve its overall economic situation, as well as the political/economic negatives it must overcome in order to promote a healthy economy.
3. How do businesses in the hotel and tourism industry survive a bad market? Direct students to work in groups to interview a professional in this industry, such as a travel agent, hotel manager, theme park manager, and the like, to find out how these operations survive when economic conditions are poor and share their findings with the class. Which of these strategies could work for some of the tourist-based businesses in Hanoi? Which may not? Why? Discuss.

LINKS:
http://www.stern.nyu.edu/~nroubini/asia/AsiaHomepage.html
http://www.govietnam.com/menu.html
http://www.vietnamembassy-usa.org/frcont02.htm
http://www.vietnamaccess.com/econ/8econ1.htm

Culture Watch : France Chinese Star

1. What is the Michelin Guide? Why is it noteworthy that the Fung-Ching Chen restaurant in France was awarded a Michelin Star? How has this award affected Mr. Chen's business?
2. What was Mr. Chen's life like before he went to France? Based on the information in the video, why do you think Mr. Chen went to France? What types of adjustments and challenges do you think Mr. Chen encountered when he arrived in France? What does a cuisine reveal about its country's culture and the lifestyle of its people?
3. Refer students to the first two websites to address the following questions. Discuss: Why do

people leave their countries? What types of adjustments and challenges do immigrants face when they arrive in a new country? How have immigrants influenced the evolution of different nations? What are some of the societal benefits and drawbacks associated with immigration?

4. Have each student conduct personal interviews or archival research of immigrant entrepreneurs who have established successful businesses or professions in their adopted countries. Direct each student to address the following issues: What it took for these individuals to succeed, how they dealt with obstacles they may have encountered, and how being immigrants contributed to or hindered their success. Have students share their findings.

LINKS:
http://www.pbs.org/wnet/mix/immigrants/istation/ishome.htm
http://www.iom.int/
http://chinesefood.miningco.com/mbody.htm?PID=2757&COB=home
http://darkwing.uoregon.edu/~felsing/cstuff/history.html

EDITOR'S NOTE:
Guatemalan Civil War
truth commission
Lebanon
economic reform
Asian economic crisis
exchange rate
communist Shanghai
cuisine

NEWSROOM CHRONICLE

Reporter Cam: Bosnia (Part I) : Reporter Cam: Bosnia (Part I)

1. What is nationalism? Who was Marshal Tito? How did he override nationalist sentiments among various factions to control a united Yugoslavia? What changes took place in the political landscape of Yugoslavia after his death and the collapse of the Soviet Union? What three groups fought for control of Bosnia? What did the agreement that brought peace to Bosnia envision for the country?

2. Why did Peter, Dana, and Christin come to Bosnia? What did they find at radio station ZOS? What is the goal of the young people who work at ZOS? According to those at ZOS, who currently controls the national airwaves? How has this arrangement worked against a unified Bosnia?

3. According to the three activists, what role should the U.S. and the international community have in post-war Bosnia? How are the activists trying to do their part? What is an NGO? What is the name of the NGO they have created? What is the OSCE? How did these young activists work with the OSCE in Bosnia in the past? Why were they disappointed in the election results? How are the views of Tuzla's mayor different from those of many other recently-elected officials in Bosnia?

4. What role has nationalism played in the evolution of conflict in the Balkans? Divide students into groups. Have each group select a brief time period since World War I and conduct research to determine the political, ethnic and religious forces that shaped the Balkan region at that time. Have each group use its information to create a large political map of Yugoslavia, showing areas dominated by ethnic/religious groups at that time. Arrange the maps in chronological order and discuss how the drive for nationalism has contributed to years of conflict and to the changing map

of Yugoslavia.

LINKS:
http://www.pacificnews.org/jinn/stories/columns/conflicts/951031-bosnia.html
http://world.std.com/~slm/paris.html
http://www.suc.org/~kosta/tar/Geopolitics/Risto.Mostarski/Maps.html

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EDITOR'S NOTE:
ethnic cleansing
Zone of Separation
Tuzla
OSCE

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 30, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:55... 05:10
There is mounting evidence of a Serb campaign to redesign the ethnic composition of Kosovo.

In the Headlines ... 01:05... 06:15
STOCK MARKET MILESTONE

YOUR DAILY DESK ... 00:30... 06:45
Health Desk ... 03:40... 10:25
Asthma is the most common disease among children and teens.

WORLDVIEW ... 00:30... 10:55
Political Front ... 02:40... 13:35
Many Chinese seem to have a favorable view of Zhu Rongji.

Inside Russia ... 02:00... 15:35
Distribution of U.S. food aid poses problems for the Russian government.

Wild Kingdom ... 03:55... 19:30
In South America, the guanaco, the wild cousin of the domestic llama, faces extinction.

NEWSROOM CHRONICLE ... 00:40... 20:10
Reporter Cam: Bosnia (Part II) ... 06:55... 27:05
-The current refugee crisis in Kosovo is just a fraction of the problem caused by the breakup of Yugoslavia.
-The goal of a multi-ethnic Bosnia is the prevention of another refugee crisis.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike in Yugoslavia

1. Why are so many ethnic Albanians fleeing Kosovo? Where are they headed? Why are Serb authorities reportedly taking their passports as they leave? Why do many of the ethnic Albanians

prefer the unknown to their existence now?

2. Who is Fehmi Agani? According to NATO reports, what has happened to him? What other prominent Kosovar reportedly was executed by the Serbs? NATO spokesperson Jamie Shea says that there is "a campaign underway to ethnically re-engineer the make-up of Kosovo." Cite evidence from the video to support this claim.
3. How does the humanitarian crisis in Kosovo create problems for Kosovo's neighbors? Have students work in groups to research the plight of Kosovo's refugees and impact of floods of refugees on other countries. What international agencies are trying to ease these burdens? What are the obstacles to their efforts? Share group findings in class discussion.

LINKS:
http://cnn.com/WORLD/europe/9903/29/refugees.03/
http://cnn.com/WORLD/europe/9903/28/kla.leader/index.html
http://wwwnotes.reliefweb.int/files/rwdomino.nsf/VComplexEmergenciesTheLatest/09493707C3D2B7

In the Headlines : In the Headlines

1. What does "the Dow" measure? What milestone did the Dow hit yesterday for the first time ever? How is this an indicator of investor confidence? Why do you think the NATO airstrikes against Yugoslavia have not dampened investor confidence in the U.S.? What effect do you think a 10,000 Dow might have on global financial markets? Why?
2. Ask students where they think the Dow will go from here. Will 10,000 become the new base, or will the market drop far below this magic number? Assist students in conducting research to learn more about historic Dow milestones and the conditions that prompted them. Discuss the role of "investor confidence" in market swings and the reasons why investors appeared confident yesterday. Then challenge each student to write a brief essay in response to the question: If you were asked to make a prediction on the stock market, what do you think would happen next, and why?

LINKS:
http://cnnfn.com/markets/9903/29/marketwrap/
http://www.freep.com/business/qleaps7.htm
http://www.eibj.com/Dow10000.htm

EDITOR'S NOTE:
paramilitaries
ethnic cleansing
Dow Jones
milestone

YOUR DAILY DESK

Health Desk : Asthma and Kids

1. What is asthma? How many people are affected with asthma each year? How do people get asthma? What elements can trigger an asthma attack? What types of asthma treatments are available? Name the four steps people need to take to manage their asthma.
2. Do you know someone who has asthma? If so, how has the disease impacted his or her life? Have

students refer to the websites listed below to learn more about asthma and its impact on American children. According to Anthony S. Fauci, M.D., NIAID director, "some of the most vulnerable of our citizens, children in the poorest neighborhoods of our large cities, suffer disproportionately from asthma." Have students investigate why this is the case, and what can be done to address this issue.

3. Group students. Have each group identify different environments within their community, such as schools, community centers, libraries and parks. Direct each group to select an environment and investigate how safe the environment is for asthmatics. Have each group consider the quality of the air, the existence of potential triggers for asthma and the availability of medical assistance. Following the presentation, have students identify the environments that pose potential problems for asthmatics. What can students, administrators and the general public do to make these environments safer for those who have asthma?

LINKS:
http://www.ama-assn.org/special/asthma/treatmnt/treatmnt.htm
http://www.niaid.nih.gov.
http://www.epa.gov/iaq
http://www.nhlbi.nih.gov/nhlbi/lung/asthma/gp/friendly.htm

EDITOR'S NOTE:
asthma
triggers
steroid
compliance

WORLDVIEW

Political Front : Popular Premier

1. Who is Zhu Rongji? What is China's form of government? How do the people of China feel about their new premier? Why? Who is Li Ping? What position does Li Ping hold in the National People's Congress?

2. What is the difference between conservative, liberal and reformist politics? According to the video, Li Ping is the "more Marxist-Leninist member of the triad." What does this statement mean? What happened on June 4, 1989 at Tiananmen Square? Why do you think some Chinese are guarded about their opinions of Li Ping?

3. One of Zhu Rongji's first missions as premier has been to fix the country's ailing state-run enterprises. Have students refer to the websites listed below to learn about the recent history of China's government and about Zhu Rongji's proposed economic reforms. Do you think Zhu Rongji might encounter resistance from conservative leaders? Explain. Do you think these reforms are necessary? Why/why not? How do you think Zhu Rongji's reforms and political approach will impact China's relationship with the international community? Explain.

LINKS:
http://cnn.com/WORLD/9803/09/china.rongji/index.html
http://cnn.com/WORLD/asiapcf/9903/05/china.01/index.html
http://www.chinascape.org/
http://chinasite.com/

Inside Russia : Russia Food Aid

1. Why does Russia require food and economic assistance from the international community? Why did the U.S. delay its shipment of food to Russia? How has this deal benefited American farmers? Why are Russian farmers upset about Russia receiving food aid? Who is responsible for monitoring the distribution of the food?

2. Prior to beginning this activity, share the following information with your class: U.S. international food aid programs fall under U.S. Public Law 480, also known as the Food for Peace Program. The recent shipment of U.S. food aid to Russia is being administered by the U.S. Department of Agriculture. According to the Food for Peace Program, food aid programs are "entered into to combat hunger and malnutrition; promote broad-based equitable and sustainable development, including agricultural development; expand international trade; develop and expand export markets for United States agricultural commodities; and to foster and encourage the development of private enterprise and democratic participation in developing countries."
   Next, divide students into five groups. Have each group examine one of the five objectives established by the Food for Peace Program. Direct each group to prepare a presentation that examines whether the U.S.-Russia food aid program might meet this objective. Have groups present their findings and discuss whether these objectives could be achieved.

LINKS:
http://cnn.com/WORLD/europe/9811/05/russia.food/index.html
http://www.fas.usda.gov/excredits/pl480/russia.html
http://www.info.usaid.gov/
http://www.azstarnet.com/~jjsrbec/IRCdatabase.html

Wild Kingdom : Saving Guanacos

1. What are guanacos? Why is their species endangered? Why do South American ranchers prefer sheep to guanacos? According to some, what might be the only way to save guanacos?

2. Group students. Have each group select a type of animal. Direct each group to research how the animal is regarded and valued in different cultures. Have each group present its findings. Do you think there is a way to change people's ingrained negative attitudes about guanacos, and save the animals without exploiting the species? Discuss.

LINKS:
http://cnn.com/NATURE/9903/11/argentina.guanacos/index.html
http://www.llamaweb.com/degraham/entry.html

EDITOR'S NOTE:
Zhu Rongji
Jiang Zemin
triad
harvest
starvation
Patagonia
guanaco
llama

NEWSROOM CHRONICLE

Reporter Cam: Bosnia (Part II) : Reporter Cam: Bosnia (Part II)

1. According to the United Nations, how many Kosovars have fled their country since the NATO bombing began? How many were forced from their homes by the Serbs before the bombing? When did the largest movement of refugees in Yugoslavia occur? Where have many of these refugees gone? Besides ethnic Albanians, who else has been driven from their homes in the Balkans? What effect did this migration have on the Dayton peace talks?

2. When and why were the women of Srebernica driven from their homes? How has the Dayton peace agreement changed Bosnia for them? Why are these women not interested in a multi-ethnic Bosnia? What is AMICA? How does Monica Klerk assist refugees of the Bosnian War? According to Ms. Klerk, can the women of Srebernica and others like them move forward towards reconciliation? Explain.

3. According to the video, why is a multi-ethnic Bosnia vital to the country's survival? In what ways is Bosnia already a multi-ethnic country? Why do some in Bosnia-Herzegovina wish to be "like Americans"? How might economic aid help them achieve that goal?

4. The United States is often referred to as a "melting pot" because of its cultural compilation of individuals from different countries and backgrounds. In the video we hear some Bosnians say they would like to be like Americans. How might Bosnia become more of a "melting pot"? Group students. Challenge each to come up with a "recipe" for a new, multi-ethnic Bosnia. What cultural, religious and social "ingredients" would students use in their "recipes"? Direct each group to share its plan for a peaceful, culturally-diverse Bosnia.

5. Help students understand the similarities and differences between the situations in Bosnia and Kosovo. Assist groups of students as they research the ethnic groups that are in conflict in both places, as well as the agreement that settled the fighting in Bosnia. Share student findings. What problems have refugees in each of these conflicts faced? How has the international community responded? Have the Dayton Accords been successful so far? What lessons do students think the international community should learn from the Bosnian experience that it could apply to Kosovo? Discuss.

LINKS:
http://www.unhcr.ch/
http://www.oscebih.org/hrPeople.htm
http://www.hrweb.org/legal/undocs.html
http://www.odci.gov/cia/publications/balkan/bosnia2.html
http://www.cco.caltech.edu/~bosnia/status/census.html
http://www.nytimes.com/specials/bosnia/context/
http://www.nytimes.com/specials/bosnia/context/0713yugo-bosnia.html

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EDITOR'S NOTE:
Balkans
fait accompli
displaced
Dayton Accords
NGO
AMICA
multi-ethnic
"cafe culture"

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

March 31, 1999

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:40... 06:55
-Russia's diplomatic efforts to end the crisis are rejected by NATO.
-Ethnic Albanians continue to leave Kosovo in large numbers.

YOUR DAILY DESK ... 00:50... 07:45
Business Desk ... 02:30... 10:15
Auto engineers rely on a unique suit to design a car for an aging market.

WORLDVIEW ... 00:30... 10:45
Top of the World ... 02:40... 13:25
The U.S. is building a warning system in Florida to detect radiation that could be emitted from a Cuban nuclear power plant.

Did You Know? ... 02:50... 16:15
Money earned by El Salvadorian immigrants in the U.S. helps sustain El Salvador's economy.

Culture Watch ... 02:55... 19:10
This year marks the 20th anniversary of "Poombah," a South Korean political musical.

Short Take ... 01:50... 21:00
The Moscow Flying Ballet seeks additional funds to preserve the company.

NEWSROOM CHRONICLE ... 01:00... 22:00
Our World ... 05:00... 27:00
One American student's pen pal in Kosovo brings a humanitarian crisis closer to home.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike in Yugoslavia

1. Why did Russia send its Foreign Minister to Yugoslavia? How did German Chancellor Gerhard Schroeder react to Serbian President Milosevic's proposal to negotiate? Explain what Mr.

Milosevic was prepared to offer in response to the halting of NATO airstrikes. Why has NATO rejected this proposal?

2. Where was baby Altrem born? What conditions have forced her birth to take place "on the road out of Kosovo"? Where did her family find shelter? Describe the experiences of some of the ethnic Albanians as they leave Kosovo.

3. The Russian government sent its Foreign Minister, Yevgeni Primakov, to Yugoslavia as a mediator. Generate a class discussion about the role of a mediator in a crisis situation. Then assist students in researching the process of international conflict mediation and find examples of instances when the process has been used. Share student findings in class. How is mediation used to resolve disputes and to prevent armed conflict? What ingredients are vital to successful mediation? Why do students think this attempt at mediation in Yugoslavia was unsuccessful? Discuss.

LINKS:
http://cnn.com/WORLD/europe/9903/30/refugees.02/
http://cnn.com/WORLD/europe/9903/30/russia.kosovo.04/index.html
http://www.foreigncounsel.com/docs/mediation/advantages.html
http://www.ccpdc.org/pubs/powershare/powerframe.htm

EDITOR'S NOTE:
separatists
ethnic cleansing
Yevgeni Primakov
Gerhard Schroeder
Slobodan Milosevic
Montenegro
inflated
humanity

YOUR DAILY DESK

Business Desk : Third Age Suit

1. What is the "third age suit"? Explain how it helps researchers to simulate conditions that older drivers might experience. How many "years" does the suit add to a person who wears it? How is this suit valuable in designing cars for an aging population?

2. What kind of car has been designed as a result of engineer experiences wearing the "third age suit"? Describe some of the features of this car and explain how each accommodates an older driver and passenger. Review the definition of "generational marketing" given in the lead to this story. Ask students: How would you apply generational marketing to introduce this car to your target market?

3. Refer back to the beginning of this segment and review the definition of "demographic segmentation" with students. Besides age, what other demographic divisions are there among the car-buying public? Generate a class brainstorming session to list some of these divisions, such as gender, marital/family status, and income. Then group students and have each group choose one of these divisions. Challenge each group to choose one new car, any make/model, and create an ad campaign for that car that is targeted to one of these demographic segments. Have each group share its campaign and discuss why the features of this car are appealing to that particular market.

LINKS:
http://www.stfrancis.edu/hyperdoc/marketing/11-body.html
http://chamber.gnofn.org/fishman/menu.html
http://chamber.gnofn.org/fishman/gm.html

EDITOR'S NOTE:
demographic segmentation
generational marketing
median age

WORLDVIEW

Top of the World : Cuba Reactor

1. Why is the U.S. building a radiation warning system in Florida? How much money has the U.S. government allocated for the construction of the radiation monitors? Why was construction of the Cuban nuclear power plant never completed? Why are scientists concerned that the construction of the Cuban plant will be completed?

2. As a class, generate a list of different energy sources, such as fossil fuels, natural gas, and solar power. Group students. Have each group use print and Internet resources, including the websites listed below, to develop a presentation about an energy source. Direct each group to present its information and discuss the economic and environmental benefits and drawbacks to each type of energy.

3. Have students research Cuba's topography, demographics and environmental resources and share their findings. What forms of energy are available on Cuba? Should Cuba finish constructing its power plant? Why/Why not? Discuss.

LINKS:
http://cnn.com/TECH/computing/9903/19/t_t/cuba.reactor/index.html
http://www.us.net/cip/cuba.htm
http://www.nirs.org/
http://www.energy.ca.gov/education/index.html

Did You Know? : Impact of Immigrants

1. How much money do immigrants in the U.S. send to El Salvador each year? How much of El Salvador's gross national product do these U.S. dollars represent? Why are sociologists concerned about the deportation of El Salvadorians?

2. How do you feel about the U.S. government's decision to declare immigration amnesty following Hurricane Mitch? Do you think Americans should be concerned about the money that is being sent by immigrants to El Salvador? Explain. Why do people join gangs? In your opinion, why would migrants returning to El Salvador start local chapters of southern Californian gangs?

3. Direct groups of students to use print and Internet resources, including the websites listed below, to learn about the impact of Hurricane Mitch on one of the Central American nations and the current status of the country's infrastructure. Have each group consider how lifting the U.S. immigration amnesty would affect the Central American nation. Help each group prepare an argument about why the U.S. should not impose deportations. Have each group deliver its argument in the form of an address to the President of the U.S. Following the presentations

discuss how the U.S. should respond to this dilemma.

LINKS:
http://cnn.com/WEATHER/9811/06/mitch.02/
http://www.ins.usdoj.gov/
http://www.info.usaid.gov/

Culture Watch : South Korea Musical

1. What is "Poombah"? How many years has this musical been running? What is the focus of the current production? For what cause is money collected during the production?
2. According to the video, "the current production addresses reunification of the Koreas, without conditions attached." What does this statement mean? Why do you think "Poombah" encourages audience participation? Why do you think they chose to cast the audience members as beggars? In your opinion, could this play affect prospects for Korean reunification? Explain.
3. Group students. Challenge each group to participate in a scavenger hunt to learn more about the history of Korea since WWII. Have each group use multimedia resources, including the websites below, to find the answers to the following questions: When and why was Korea divided? What are the similarities and differences between the governments and infrastructure of North and South Korea? How did the division of the nation impact Korean citizens? Why has Korea yet to be reunified? What are the economic and political benefits and liabilities associated with reunification? Have each group present its findings and discuss.

LINKS:
http://cnn.com/SPECIALS/cold.war/episodes/05/
http://darkwing.uoregon.edu/~felsing/kstuff/nkshelf.html
http://www.iworld.net/Korea/
http://www.koreanpolitics.com/English/index.html

Short Take : Russia Flying Ballet

1. What is the Moscow Flying Ballet? Why did the ballet lose its funding? What measures is the ballet taking to generate funds? Why are some professional Russian ballet dancers reluctant to recognize the Moscow Flying Ballet as a serious dance company?
2. As a class, discuss the introduction and evolution of different art forms, including music, painting, dance and theater. Can students think of any times when any of these art forms were met with public resistance? If so, why? How have these art forms impacted culture? Is the Moscow Flying Ballet culturally significant? Do students think it should be preserved? Why/why not?
3. Have students refer to the websites listed below to learn more about the Moscow Flying Ballet and Russia's economic crisis. How has Russia's economic crisis effected the country's cultural programs? Have groups of students investigate the extent to which their government supports the arts. Give examples. Why is it often difficult to obtain money to support the arts?

LINKS:
http://cnn.com/WORLD/europe/9902/28/russia.ballerina/index.html
http://www.flying-ballet.com/
http://www.russiatoday.com/

EDITOR'S NOTE:

radiation
nuclear power plant
Korea
reunification
El Salvador
gross domestic product
immigration amnesty
repertoire

NEWSROOM CHRONICLE

Our World : Take Care, Adona

1. Who is Finnegan Hamill's pen pal? How is she different from most other pen pals American teenagers might have? Why does Finnegan call her "Adona"? How did the two make contact? Why do you think "Adona" wanted to correspond with teenagers in California?

2. How long have Finnegan and "Adona" been sending e-mails to each other? What did they talk about in the beginning? What do they talk about now? What has Finnegan done with the e-mails he has received from her? How do these stories give American students insight into what is happening in Kosovo? How have the stories affected Finnegan?

3. Ask students: What would you say to "Adona" if you could send an e-mail to her? Give students time to draw upon their knowledge of the situation in Kosovo and consider what they would write. Then have each compose an e-mail to "Adona," introducing himself/herself and conveying a message. Have students share their e-mails. Discuss how words are still powerful tools even in the middle of an armed conflict. How does "Adona" draw strength from what Finnegan writes to her? What might young people outside Kosovo learn from "Adona"?

LINKS:
http://www.state.gov/
http://www.unhcr.ch/refworld/country/cdr/cdrkos.htm
http://www.nyu.edu/globalbeat/kosovo/amnesty072198.html

EDITOR'S NOTE:
pen pal
corresponding
ethnic divide
peers

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